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AT THE ROMAN TREASURY

So much is said about the Romans as soldiers that their efficiency in the management of government and business is often forgotten

LATIN FOR TODAY

FIRST-YEAR COURSE

BY

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PREFACE

This book is based on the recommendations of the "Report of the Classical Investigation."

Connected Latin is introduced in Lesson 1 and forms, throughout the book, the basis for the presentation of new vocabulary, syntax, and inflections. Abundant material, including detached sentences and oral exercises, is provided for reënforcement and drill.

Pupils are trained to take in the thought of a Latin sentence in the Latin order *before translating*. Abundant directions, questions, and suggestions teach the pupil how to attack Latin sentences and, in general, how to study.

New words are first met in an enlightening context, and pupils are trained to get at the meaning of new words from the context and from light thrown upon their meaning by related Latin and English words.

Many forms and many principles of syntax have been postponed until the second year, and there is a corresponding increase in the amount of experience provided with the forms and syntax introduced. The functional aspect of these elements is emphasized throughout. Latin grammatical principles are presented in intimate association with the corresponding principles in English.

Approximately 550 words are set for mastery. These include one half of the words recommended for the first two years by the College Entrance Examination Board. They also include one half of the words prescribed for the first two years by the 1928 Syllabus of New York State. The remainder of the two-year lists of the College Entrance Exam-

ination Board and of the New York Syllabus are set for mastery in the second-year course of "Latin for Today."

The value of Latin for English is stressed throughout the book: (1) English derivatives are treated systematically, with emphasis upon the natural English setting in which these words occur; (2) interesting stories of words form a continuous feature; (3) grammatical principles studied in Latin are applied to the correction of errors in English speech; (4) training in translation as an exercise in the improvement of English is made possible through the use of connected Latin; (5) simple spelling relations are developed with practice material. In this connection it will be noted that consonant *i* is represented by *j*, in conformity with the long accepted usage in the case of *v*. Throughout, definite attention is given to the development of an understanding of general language relationships of a simple type.

Unusual provision is made for developing a historical and cultural background through the Introduction and through the content of the Latin readings, which deal entirely with Roman life, traditions, and heroic legends, and with classical mythology. The English introductions to the stories, the notes on Roman life and customs, and the references for outside reading contribute to the attainment of the same objective, as do most notably the illustrations prepared for this book by Messrs. Rodney Thomson and Sears Gallagher.

We have provided for the assignment of work of varying quantity to students of varying abilities. In particular, we have so arranged the last two sections of each lesson as to permit selection for this purpose. The notebook also may be regarded as optional.

For advice and assistance we are especially indebted to Miss Frances E. Sabin of Columbia University and to Professor H. A. Hamilton of Elmira College.

THE AUTHORS

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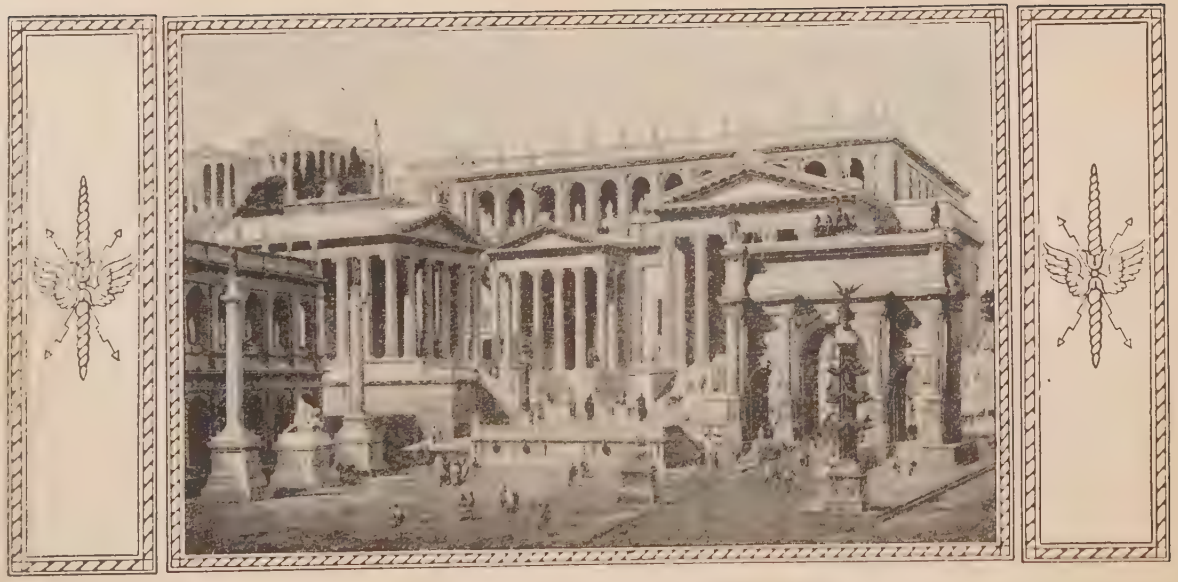


THE ROMAN FORUM

The Forum was the center of the public and political life of the Romans. Observe the splendor of the temples and other buildings in this reproduction of the Forum. On the right is a triumphal arch erected by an emperor. At the left is the Temple of Saturn, the oldest temple in the Forum and the treasury of Rome. Between the two is the rostra, or speaker's platform, from which orators addressed the people. In the rear are the two temples of Vespasian and Concord, and behind them is the Tabularium, or record building. In the left background on a hill is the famous temple of Jupiter Capitolinus

INTRODUCTION

I

THE ROMANS AND THE GREATNESS OF ROME

In studying Latin you are studying the language of the ancient Romans, a people to whom we owe a great part of our modern civilization and a still greater part of our English language. You have doubtless heard much of Rome, one of the most famous cities in the history of the world, located on the banks of the river Tiber in central Italy. On the opposite page is a picture of a part of Rome — not of the modern city, but of the ancient city — as it may have looked eighteen hundred years ago. For Rome is very old and is often called "the Eternal City."

It will be one of the objects of your study of Latin to learn more about the history and life of this great and famous people and to discover what it is we owe to them in our language and in our ideas.

In taking up any new subject it is important to find out first what we already know about it. What names of famous Romans can you recall, and what do you know about them? What stories or legends connected with the history of Rome have you read about? Describe any play or moving picture that you have seen in which Roman characters appeared. If you have read Shakespeare's

"Julius Caesar," tell briefly the story of the play. Give the names of any Roman gods of whom you have heard, and tell what you know of them.

Of course, Rome was not always a great and beautiful city, and the Romans did not always live in splendid palaces. Once Rome was only a little settlement on a hill by the Tiber, founded there seven hundred and fifty-three years before Christ. These early Romans lived in very primitive houses such as those pictured on page xvi. They had to fight against warlike neighbors for their very existence; but gradually they conquered their neighbors and extended their territories. During the first two hundred and fifty years, when kings ruled Rome, only a small district around Rome was conquered. But after 500 B.C., when Rome had become a republic, her power spread more rapidly. By the year 250 B.C. the Romans had conquered all Italy. It was during this period that there were performed those deeds of valor, of endurance, of self-sacrifice, of devotion to country, that have made the names of the old Roman heroes familiar to all succeeding generations, including our own. Trace the growth of Rome on the map opposite.

By the time of Caesar they had gained control of all the lands around the Mediterranean. Finally their empire included all of the world that was then civilized. Their dominion extended from the North Sea to the Desert of Sahara, and from the Atlantic Ocean to Persia and India. Never before had so many nations been ruled by one government. Never before or since, was so great a part of the civilized world under one government. The map between

pages xvi and xvii shows the Roman Empire at its widest. And all the time the city of Rome was increasing in size and splendor, until at length the Romans came to live amid

ROMAN POWER IN ITALY

such surroundings as you have seen pictured. It is about this people in the days of its greatness that you will learn during the years that you devote to the study of Latin.

There are many books that tell the story of ancient Rome in a fascinating way. Select one of the books men-

THATCHED HUTS IN MODERN ITALY

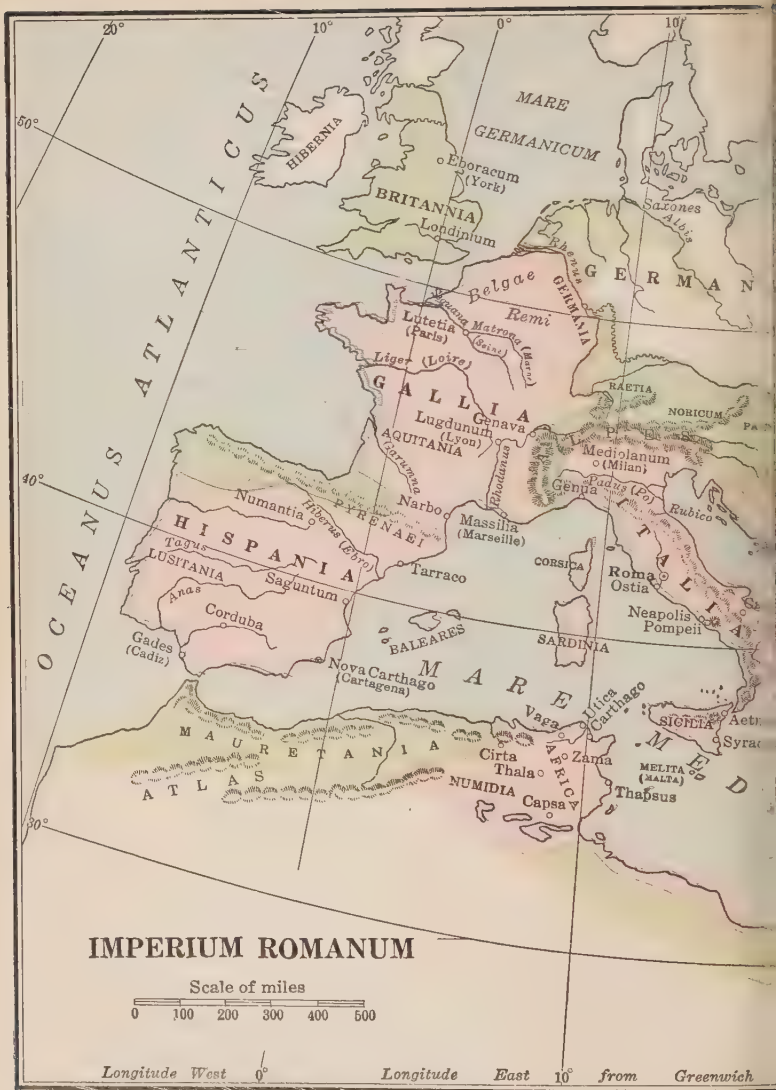
The thatched huts pictured above are almost identical with those constructed by the early Romans. In the simple life of early Rome all the household lived together in one room

tioned below and begin at once to read about Rome. Keep up this reading in English as long as you study Latin.

"Famous Men of Rome" by Haaren and Poland.
"The Story of the Roman People" by Tappan.
"The City of the Seven Hills" by Harding.
"The Story of the Romans" by Guerber.
"A Day in Old Rome" by Davis.

The myths which the Romans have passed down to us from the Greeks may be found in the following books:

"The Wonder Book" and "Tanglewood Tales" by Hawthorne.
"Classical Myths that live Today" by Sabin.



The part colored red represents the territory won by Rome down to the death of C
Sicily, Corsica, Sardinia, Africa, and Spain were taken from Carthage. Greece and
became Roman provinces a century before Caesar's death. Other districts in red

the eastern Mediterranean were annexed by Pompey and Caesar. The part colored green represents the territory added during the two centuries after Caesar's death and shows the Roman empire at its widest extent, at the close of Trajan's reign, A.D. 117.

II

WHAT OUR LANGUAGE OWES TO THE ROMANS

Our Language largely Latin

Over half the words you meet in reading English were used in some form by the ancient Romans. How it has come about that English, originally spoken by the Anglo-Saxons in far-off Britain, is now so largely Latin, is an interesting story.

The Spread of Latin

Latin gets its name from Latium, a small district south of the Tiber, in which Rome was situated and to which Latin was originally confined. As the Romans began their career of conquest they spread their language, and Latin became the language used not only throughout Italy but also in France and Spain and the other countries near the Mediterranean.

All spoken languages are constantly undergoing changes. The English we speak today is not the same as the English spoken five hundred years ago. So Latin, as used in Italy, France, Spain, and elsewhere, underwent changes as the centuries passed, and finally it became Italian in Italy, French in France, Spanish in Spain, Portuguese in Portugal, and Rumanian in Rumania. Today these modern languages plainly show direct descent from Latin; indeed, they are called Romance languages, because they are derived from the language of the Romans. "Rumanian" is simply the word "Roman" slightly changed.

How Latin Words got into English

Britain also was conquered by the Romans, and the inhabitants learned from their conquerors many words which have been passed down to us. But English was especially influenced by Latin when the Normans came over from France to Anglo-Saxon England A.D. 1066, under William the Conqueror, and brought with them a language descended from Latin. The two languages intermingled, with the result that many words of Latin origin became a part of the speech of the English people.

During the centuries since the Norman Conquest a constant stream of Latin words has entered English, many in almost the same form in which they were used by the ancient Romans. Thousands of words have been directly imported into our language by scholars; others have been brought in indirectly through French and other Romance languages as a result of constant intercourse between the nations.

How much the World uses Latin today

Of the 20,000 words which you will most frequently meet in your English reading, about 10,400 are of Latin origin, 5400 came from Anglo-Saxon, and about 2200 from Greek. This means that over half our commonly used words are derived from Latin, and that we owe a great debt to the ancient Romans. Thus Latin lives today in the speech of hundreds of millions of people throughout the world who are using words that were once a part of the Latin tongue. If you will look at the map (page xix) and observe the parts of the world in which English and the

Romance languages are spoken, you will see how much of the modern world is indebted to Rome for its language.

LATIN A WORLD LANGUAGE

English, which is half Latin, is the main language spoken in the parts of the world shaded with lines. The Romance languages, of Latin descent, are the main languages in the parts shaded with dots

EXERCISE

1. How did Latin get its name? Point out on a map where Latin was first spoken.

2. Point out on a map the extent of Roman territory in 250 B.C.; at the time of the birth of Christ; and at the time of widest extent.

3. What are the Romance languages? Why are they so called? In what parts of the Old World are the Romance languages spoken today? In what parts of the New World are they spoken? How did Latin words get into English?

III

HOW LATIN WORDS APPEAR IN ENGLISH

Three Forms of Latin Words in English

Latin words, which make up over half the words we use in English, appear in our language in three forms.

Latin Words that are still Latin

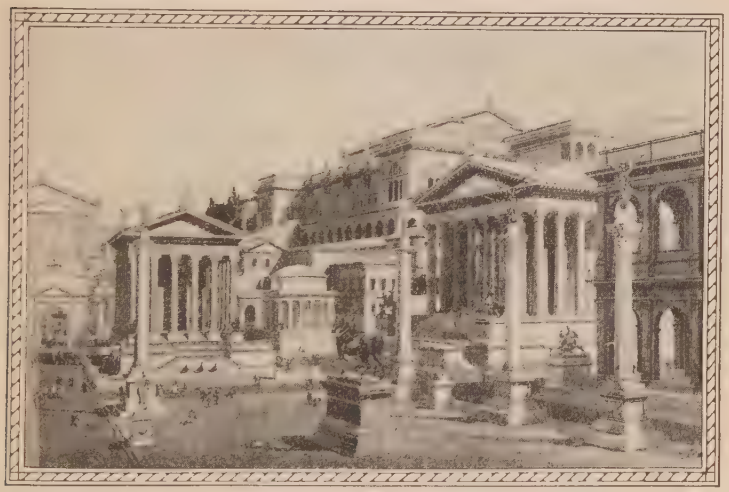
First, there are words and phrases that are just the same today as they were when they came from the lips of a Roman two thousand years ago. When we use them, we are conscious that we are using Latin. Thus, when we speak of an **alumnus** of Harvard College, or of the **alumnae** of Smith College, or of the **alma mater** of President Coolidge, or of the salary a senator receives **per annum**, we are aware that we are using Latin words. When we use the plural of a noun of this class, we use a Latin, rather than an English, plural ending: so we say an **alumnus**, but the **alumni**; an **alumna**, but the **alumnae**; **radius** and **radii**; **memorandum** and **memoranda**. Such words, however, are given an English pronunciation.

How many of the following words, phrases, and abbreviations have you ever used? When you use them, you are using the very words a Roman might have used.

Anno Domini	post mortem	incognito
etc.	pater noster	pro tempore
via	ante bellum	vs.
E Pluribus Unum	per diem	ex tempore
terra firma	per capita	vice versa
finis	ad libitum	bona fide

Latin Words that have become English

Secondly, there are many words that retain their original Latin form but have become so much a part of our language that we use them without being aware of their



THE ROMAN FORUM

This is a view of a reconstruction of the Forum, looking in the direction opposite that of the picture on page xii

Latin origin. These words have plurals with the English form. The following are examples of this class of words:

actor	auditor	curator	error	inertia	odium
altar	campus	decorum	favor	janitor	omen
animal	cancer	delirium	honor	labor	ratio
area	circus	divisor	horror	lens	specimen
arena	color	doctor	impetus	militia	villa

Many of these words have interesting histories. We owe the word *arena* to the popularity of gladiatorial games

among the Romans. *Arena* means "sand," and since the inclosed space where the combats took place was covered with sand, it was called the arena. Hence comes our word "arena," meaning the scene of a contest of any kind.

English Derivatives

Thirdly, there are the words that are derived from Latin but have more or less changed their original form and meaning. These words are far more numerous than the words of the other two classes. Unless you have studied Latin, you will not realize how large is the proportion of words of Latin origin in the book or newspaper you may be reading. Observe how many words derived from Latin occur in the following passage from the Constitution of the United States (they are printed in bold-faced type):

> We, the **people** of the **United States**, in **order** to **form** a more **perfect union, establish justice, insure domestic tranquillity, provide** for the **common defense, promote** the **general** welfare, and **secure** the blessings of **liberty** to ourselves and our **posterity**, do **ordain** and **establish** this **constitution** for the **United States** of **America**.

Try reading the passage above, first, without the Latin derivatives, and then with the Latin derivatives only. Which reading gives you a better idea of the thought?

EXERCISE

In each of the following sentences there is a Latin word or phrase which we still feel to be Latin; an English word preserving its original Latin form but felt to be English; and one or more derivatives, that is, Latin words that have

changed their original form and meaning. Select an illustration of each type from each sentence.

a. The doctor made a post mortem examination.
b. It was the consensus of opinion that a real casus belli existed.
c. A bonus of $200 per capita was voted.
d. The visitor delivered an ex tempore address.
e. The auditor of the corporation receives $5000 per annum.

The Notebook

You have learned that there is a great deal in modern life, both in our ideas and in our language, that has been handed down to us from the Romans. In your English reading you will meet many references to the Roman people, their history, and their famous men. Every page of a newspaper contains Latin words in one or more of the three forms described in this lesson. Form the habit of noting such illustrations of our debt to Rome. For use in collecting and recording material of this kind you will need a loose-leaf notebook. In many ways the completeness of your notebook will indicate how much your study of Latin means to you; for if Latin becomes a part of your daily life, you will be constantly seeing Latin in the things around you, and your record of such discoveries will grow steadily. For suggestions as to the form of the notebook see the Appendix, page 1.

IV

THE PRONUNCIATION OF LATIN

Two Ways of Pronouncing Latin

There are two ways of pronouncing Latin: the English method, which you have naturally used in pronouncing the Latin words and phrases of the preceding chapter, and the Roman method, used by the Romans themselves. Continue to give an English pronunciation to all Latin words and phrases that are common in English: as, *vice versa*. But when you read Latin passages aloud, or quote Latin as Latin, you should use the Roman method.

The Roman Method of Pronouncing Latin

The main difference between the two methods is that in the English method there are several different sounds for each vowel and for some of the consonants, while in the Roman method there are two sounds for each vowel and one regular sound for each consonant.

The best way for you to secure a correct pronunciation is by imitation. The quotations on the opposite page contain illustrations of all the vowels and important consonants. They will serve as models. As the Latin of the first few lessons is read aloud to you by your teacher, repeat it at once with the utmost accuracy. Repeat it also by yourself in your home study. By so doing you will soon acquire a correct ear that will guide you.*

* A carefully made set of Latin phonograph records in the school would be a valuable aid to a correct pronunciation.

EXERCISE

Pronounce carefully the following quotations after your teacher, first one word at a time and then as a whole. Observe that each vowel has two sounds according to whether it is long, as indicated by the macron (ā, ē, etc.), or short, as indicated by the absence of any mark.

Festīnā lentē, *Make haste slowly.* [A favorite saying of the emperor Augustus.]

Faber est quisque suae fortūnae, *Each one is the architect of his own fortune.* [This saying goes back to very early times among the Romans.]

Labor omnia vincit, *Perseverance overcomes everything.* [The motto of Oklahoma.*]

Montānī semper līberī, *Mountaineers are always free.*

Ad astra per aspera, *To the stars through bolts and bars.* [The motto of Kansas.]

MOTTO AND SEAL OF WEST VIRGINIA

Mēns sāna in corpore sānō, *A sound mind in a sound body.* [The motto of the Young Men's Christian Association.]

Dulce et decōrum est prō patriā morī, *It is sweet and fitting to die for one's country.* [A frequently quoted line from the poet Horace.]

Carpe diem, *Seize the opportunity.* [Horace.]

Nīl dēspērandum, *Never despair.* [Horace.]

Vēnī, vīdī, vīcī, *I came, I saw, I conquered.* [A famous message sent by Caesar after a swift campaign.]

Vōx populī, vōx deī, *The voice of the people is the voice of God.*

Jūstitia omnibus, *Justice to all.* [The motto of the District of Columbia.]

* A collection of Latin mottoes, especially those of the various states, would form an interesting section in your notebook.

The Sounds of the Letters

The vowels are pronounced as follows:

ā as in *father*	**a** as in *aha*
ē as in *they*	**e** as in *met*
ī as in *police*	**i** as in *pin*
ō as in *note*	**o** as in *for*
ū as in *rude*	**u** as in *full*

After **q**, and sometimes after **g** and **s**, **u** has the sound of *w*. There are three common diphthongs, pronounced as follows:

ae as *ai* in *aisle*
au as *ow* in *owl*
oe as *oi* in *oil*

Most consonants are pronounced as in English, but

c is always pronounced as in *cat*.
g is always pronounced as in *get*.
j is always pronounced as *y* in *yet*.
s is always pronounced as in *son*.
t is always pronounced as in *top*.
v is always pronounced as *w* in *wall*.

There are a few special points regarding the pronunciation of **b**, **ng**, **nqu**, **x**, **ch**, **ph**, and **th** which you may best learn by imitating your teacher.

Accent

Never accent a word on the last syllable. If a word consists of more than two syllables, it is accented either on the *second* or on the *third* syllable *from the end*. Later you will learn what determines the position of the accent. For the present imitate the pronunciation of your teacher.

For details regarding accent see the Appendix, page 3.

V

HOW TO STUDY YOUR LATIN LESSON *

I. Thoroughness means Success

In beginning the study of Latin you should realize that success in it requires the *thorough mastery of each successive step* much more than has been the case with some other subjects you have studied. Keep constantly in mind that each step is to be the foundation for another step, and master every step as you proceed.

II. The Importance of the Right Method of Study

Learning Latin requires persistent study, but you will learn Latin more easily and more thoroughly if you study each lesson in the right way. The following paragraphs give you a general view of the problems you will meet and of the way to attack them. After you have studied some of the lessons which follow, you will find a re-reading of this chapter very profitable. In fact, throughout the first year you will find it worth while to return to this chapter from time to time and see whether you are continuing to study your lessons in the right way.

III. Reading the Latin to get the Thought

The purpose of reading Latin is to find out what it says. Your first step in the preparation of each of the lessons of

* To the Teacher. This "preview" of the general method of study is not intended for intensive study at this time. It seems desirable, however, to present pupils somewhere with a general view of the specific suggestions regarding method which are made at appropriate points throughout the book. But a knowledge of the content of this lesson is not assumed in the lessons which follow, and some teachers may prefer to omit it at this time and to use it later for reference and study.

this book should be to *read the Latin story through in Latin*, with all your efforts centered upon getting the meaning of the passage, upon understanding the story told by the Latin. Read it to yourself. Then read it aloud, trying to see the natural thought-groups into which sentences in

IN A ROMAN STREET

The scene is in front of a barber's shop. Men of the upper class in Rome wore the hair cut short and the beard closely shaven. In time of mourning the hair and beard were allowed to grow. Barbers' shops were often places of resort where persons stopped to gossip with their friends

Latin as in every language fall. Sometimes the entire meaning of simple sentences will be clear to you from this reading; usually part, at least, will be clear. Part, however, probably will not be clear. This is the part of the lesson that you must consider very closely. The problems that arise are described in the following paragraphs.

IV. The Causes of Difficulty in getting the Thought

The difficulties in grasping the thought of a Latin sentence come from new words; or from new *uses* of words; or from new *forms* of words. Therefore you will constantly need to learn the *meanings* of words, which we call *vocabulary*; new *uses* of words, which we call *grammar* or *syntax*; and new *forms* of words, which we call *inflection*, as in declension, comparison, or conjugation. The order of words in a Latin sentence will also require study.

V. How to get the Meaning of a New Word

When you meet a new Latin word, try your utmost to work out its meaning by yourself. Very often you will be able to decide the meaning from an English derivative of the new Latin word, or from another Latin word which is related to the new word and is familiar to you. For example, it is easy to infer the meaning of Latin **rosa** from the English derivative *rose*; and it is natural to suppose that if **fīlia**, with a feminine ending, means *daughter*, **fīlius**, with a masculine ending, means *son*.

VI. Getting the Meaning of a Word from the Context

Frequently you will be able to solve the meaning of a particular word by the general meaning of the rest of the sentence, or by the context, as it is called. For example, let us imagine that you have met the following sentence in Latin, and that you have determined the meaning of all the words except **terra firma**: "After the unlucky ship had been kept at sea three weeks by the accident, terra firma was indeed a welcome sight to its impatient passengers."

To get the meaning of **terra firma** by the context, you should ask yourself what these words must mean to make sense; what they tell about the rest of the sentence. Obviously **terra firma** tells what was a welcome sight. What is it, then, that would be a welcome sight to one who has been detained at sea three weeks by accident? Either "land" or "another ship" would be a welcome sight. At this point in your reasoning such English derivatives of **terra** as *terrace* and *terrestrial* will aid you to decide whether the word means "land" or "another ship." To solve the meaning of a new word by context is to reason out what it must mean in order to make sense with the rest of the sentence. It is sensible guessing.

VII. The Three Ways of Solving the Meaning of New Words

There are thus three ways by which you may frequently discover for yourself the meaning of a new Latin word without looking up its definition in the vocabulary. These are:

1. Through the use of the **context**
2. Through the use of **English derivatives**
3. Through the use of **related Latin words**

VIII. The Use of the Vocabulary as a Last Resort

When a new Latin word is unlike any other Latin or English word, and the context furnishes no help, you will need to look up its meaning in the vocabulary of the lesson or in the complete vocabulary at the end of the book. *Never use the vocabulary to get the meaning of a word until you have done your best to work it out independently.*

IX. New Syntax or Grammar

The second difficulty you will meet in getting the thought of a Latin sentence will come from new ways of using words, or syntax, as the grammar of a language is called. Latin grammar and English grammar are much alike. Practically everything you have learned in English about parts of speech and their properties applies to Latin. You have studied in English about the subject of a verb, the object of a verb, possessives, nouns in predication, etc. All these uses are equally important in Latin and are expressed by the same cases as in English. New uses will be explained in connection with reading lessons in which they occur. In studying them *always consider whether the new use is like or unlike the usage in our own language.*

The syntax of a word in a sentence is simply *what it tells* about the rest of the sentence. In taking up each new principle the first natural step, therefore, is to define what the word or group tells in terms of the rest of the sentence. Thus, in the sentence "He remained in the city," *in the city* tells *where* he remained, and it is, accordingly, an adverbial phrase of *place*, modifying *remained.* You must then note how this idea is expressed in English or Latin.

X. New Forms

You are familiar with the fact that English nouns may be made plural by the addition of certain endings, such as *-s, -es, -en*: as, *boys, foxes, oxen.* This is also true in Latin, and you are already familiar with some of the endings which are used in Latin to form the plural of nouns; for

instance, you know that the plurals of **alumnus**, **alumna**, and **memorandum** are **alumni**, **alumnae**, and **memoranda**. Possession may be expressed in English by the addition of the ending *'s* to the noun: as, *father's*. Likewise in Latin, possession is expressed by means of an ending; thus,

INSIDE A ROMAN HOUSE

This picture of the interior of a house gives a glimpse of the surroundings amid which the home life of wealthy Romans was spent

nauta is in the nominative case, but **nautae** is in the possessive (or genitive) case, meaning *sailor's*. You know that the objective case of nouns in English is like the nominative, but that some pronouns have a special objective-case form with the ending *-m*: as, *him, whom, them*. In Latin both nouns and pronouns have a special objective-case form, also usually ending in *-m*: as, **nautam**. Other case uses, however, are expressed in English mainly by the use of separate words called prepositions: as, *to a boy, for a*

boy, of a boy, etc. In Latin these uses also are commonly expressed by the use of special endings, and sometimes by separate words and special endings. Thus the three English cases become six in Latin. One of your main problems in Latin will be to learn these endings and the ideas which they express. So important is this problem that you will find that *practically no Latin sentence can be comprehended without an understanding of the endings*. You may almost say that the study of Latin is a study of endings.

XI. Final Preparation of the Reading Exercise

After you have made out the meaning of all the sentences in the passage you are reading, translate it into the very best English at your command, making sure that your translation tells a connected, sensible story and that you are using natural, idiomatic English. Sometimes your comprehension of the thought of a passage may be tested by questions on the story in English or Latin instead of by translation. Lastly, read the passage aloud in Latin again, giving attention to its thought as you would if you were reading a passage in English.

Europa Antiqua
OCEANUS ATLANTICUS
BRITANNIA
GERMANIA
Rhenus
GALLIA
Rhodanus
DALMATIA ILLYRIA
ITALIA
CORSICA
Roma
SARDINIA
HISPANIA
Tagus
Epirus
MARE
SICILIA
GRAECIA
CRETA
Carthago
INTERNUM
AFRICA

LATIN FOR TODAY

LESSON 1

ANCIENT EUROPE *

Read the following passage, preferably aloud. Try, with the help of the illustration on the opposite page, and of any English derivatives which suggest themselves, to get the thought of each sentence. Read the passage several times, if necessary. Sometimes sentences later on will throw light on what has gone before, and a second or third reading will give you the idea. Then, with the aid of the notes and the vocabulary, clear up any doubtful points. Finally, translate the entire passage into *good* English.

1. Discipulī, pictūram spectāte (*Pupils, look at the illustration*). Pictūra[1] est tabula[1] Eurōpae[2] antīquae.[3]

Ubi[4] est Britannia? Ubi est Gallia? Ubi est Hispānia? Ubi est Germānia? Ubi est Graecia? Ubi est Italia?

Britannia est īnsula. Sicilia est īnsula. Germānia nōn est[5] īnsula. Gallia nōn est īnsula.

Hispānia est paenīnsula. Graecia est paenīnsula. Italia paenīnsula Eurōpae antīquae[3] est. Italia est longa. Italia nōn est lāta. Ubi est Rōma? Rōma est in Italiā.

Rōmānī (*The Romans*) in Italiā habitābant (*lived*). Germānī in Germāniā, Britannī in Britanniā habitābant. Gallia erat (*was*) prōvincia Rōmae antīquae.[6] Hispānia prōvincia Rōmae erat.

* To the Teacher. Part of each exercise should be worked out "at sight" in class under the guidance of the teacher and then translated.

2. Notes

1. In Latin there are no words for the English articles *a, an,* and *the.* Consequently, in translating Latin into English, an article must be supplied wherever one is needed. Should **pictūra** be translated *an illustration* or *the illustration*?

2. The meaning of this and other proper names of the exercise is plain: but **Gallia,** which appears on the map to

A SCENE IN ANCIENT ITALY

This shows how a Roman emperor traveled with his escort

occupy what is now France, is to be translated *Gaul,* because the ancient *Gallia* included more territory than that of modern France.

3. **Eurōpae antīquae,** *of ancient Europe.* The Latin expression **terra firma,** with which you are familiar, prepares you to learn that a Latin adjective often follows its noun.

4. All the sentences introduced by **ubi** are questions, and each contains the name of a country. What meaning must **ubi** have in order to make sensible questions?

5. **Nōn est,** *is not.* Observe that the order of words in Latin is not the same as the order in the English translation. Try to take in the thought in the Latin order of words, but in translating use the English order, no matter what the order in Latin may be.

6. If **Eurōpae antīquae** means *of ancient Europe*, what does **Rōmae antīquae** mean?

3. Vocabulary

In the vocabulary are listed the new words which have appeared in the reading exercise. If you have studied your lesson in the proper way, you probably have made out the meaning of many of these words either through the context or through association with English derivatives and related Latin words already known to you. The list is given here to enable you to check up and see whether you arrived at the correct meanings; to aid you in working out the meaning of a word you were unable to discover for yourself; and to enable you to fix the meanings permanently in your mind.

You will see directly after many of the words a familiar English derivative or a related Latin word which you have already met. Whenever you are unable to discover the meaning of a new word as it occurs in the reading exercise and are forced to look it up, try first to get its meaning, or at least some general idea of its meaning, from the related word. You will find it an interesting mental game to cover up the meaning with a slip of paper, and, after deciding what you think a word means, to see if you are right.

The meaning of each word is given in the third column, unless it may be easily made out from the context or from association with English derivatives and other Latin words. The query "Meaning?" — a short form of "What is the meaning?" — will indicate that you are expected to discover the meaning of a word for yourself.

New Word	Related Word	Meaning
disci'pulī	disciple	*pupils*
pictū'ra	picture	*illustration*
spectā'te	spectator	*look at*
est		*is*

New Word	Related Word	Meaning
ta'bula	table	(Meaning?)
antī'qua	antique	(Meaning?)
ubi, *adv.*		*where?*
īn'sula	peninsula	*island*
nōn, *adv.*	nonskid	(Meaning?)
paenīn'sula	peninsula, *īnsula*	(Meaning?)
lon'ga	long	(Meaning?)
lā'ta	latitude	*wide, broad*
in, *prep.*		(Meaning?)
prōvincia	province	(Meaning?)

Learn so thoroughly the meanings of the underscored words in this list that you can give them as soon as you see or hear the Latin word.

4. The Latin Vocabulary in English

1. You have already learned that a knowledge of Latin will enable you to understand better English words derived from Latin. The following questions involve the application to English of the Latin words in the list above.

Who were the *Twelve Disciples*? What is meant by calling a person a *disciple* of someone else? How may **discipulī**, if pronounced correctly, help you to spell *disciple* correctly?

What is an *antiquarian*?

What is meant by calling England an *insular* kingdom?

In **paenīnsula** the prefix **paene-** means *almost*. What, then, does *peninsula* literally mean? What does **ae** become in English derivatives?

From what word does *longitude* come? What is the difference between *latitude* and *longitude*?

2. Give the Latin word (and its meaning) with which each of the following words is connected by derivation:

tabular, elongate, antiquarian, insulate, discipline, spectacle

Record these words in a section of your notebook. Leave a space under each derivative and watch for a good English sentence containing it. Copy or paste it into your notebook. For the notebook see the Appendix, page 1.

3. From now on watch for other English words which you think may be derived from these same Latin words.

4. The conquest of Europe by Rome is reflected in the large number of geographical names that are Latin in origin. Thus, *Spain* is from **Hispānia**, *Germany* from **Germānia**, *Italy* from **Italia**, *Europe* from **Eurōpa**, *Britain* from **Britannia**. The islands of Sardinia, Corsica, and Sicily preserve their Roman forms. Many names of cities, such as London, Paris, Cologne, go back to Latin forms. When you later read Caesar's account of his conquest of Gaul, you will meet the Latin words from which come the names of the Rhone, the Rhine, the Marne, and the Seine.

The vocabulary we use in geography is largely Latin. You have seen that *island* and *peninsula* are Latin. *Continent, coast, ocean, lake, river, mountain, strait, estuary, promontory, isthmus,* have come to us either from Latin or through Latin.

5. Drill and Review

Read each of the following sentences * in Latin, and then either translate it or state what the italicized word tells about the rest of the sentence:

1. Tabulam spectāte. 2. Īnsulam spectāte. 3. *Britannia* nōn est longa. 4. Britannia nōn est paenīnsula. 5. Britannia nōn est īnsula longa. 6. Ubi est tabula? 7. Ubi est īnsula? 8. Ubi est pictūra? 9. *Tabula* est lāta. 10. *Pictūra* nōn est lāta. 11. Rōma est *antīqua.* 12. Eurōpa est lāta.

* To the Teacher. The sentences use the words of the reading exercise and may be comprehended and translated by the class at sight.

ANCIENT ROME

The extent of the city and the size and magnificence of its buildings are shown in this reproduction of Rome as it perhaps looked in the days of the emperors. Note the arch in the foreground. The open space beyond is the Roman Forum

LESSON 2

ANCIENT ROME

Read the following passage, proceeding according to the directions given in the previous lesson. Do not be afraid to guess at the meanings of new words, but be sure you are guessing sensibly. The meaning you decide upon should fit the story.

6. Discipulī, pictūram spectāte. Haec (*This*) est pictūra Rōmae antīquae. Pictūra pulchra est.

Rōma nōn est in Britanniā. Rōma nōn est in Germāniā. Rōma nōn est in Graeciā sed in Italiā.

Rōma est antīqua. Rōma antīqua erat magna et clāra. Hodiē Rōma est magna et clāra et pulchra.

Italia est terra Eurōpae (*of Europe*). Italia antīqua erat terra Eurōpae antīquae. Germānia antīqua erat terra barbara.[1] Gallia quoque erat barbara. Sed Italia antīqua nōn erat barbara. Graecia quoque nōn erat barbara. Rōma nōn erat barbara sed pulchra.

Rōmānī in terrā pulchrā habitābant. Rōmānī in terrā antīquā et clārā habitābant. Graecī quoque in terrā clārā habitābant; sed Graecia erat prōvincia Rōmae.

7. Note

1. Do not use *barbarous* or *barbaric* or *barbarian* as a translation of **barbara**. Derivatives from a Latin word furnish clues to the meaning, but are not themselves the meaning. What word suggests itself as the best translation?

8. Vocabulary

In studying this and each succeeding vocabulary, follow carefully the directions given in Lesson 1. Do not look up the meaning of a word until you have made every possible effort to solve it by yourself.

New Word	Related Word	Meaning
pul'chra		*beautiful, pretty*
sed, *conj.*		*but*
erat		*was*
mag'na	magnify	*great, large*
et, *conj.*	*et cetera*, etc.	(Meaning?)
clā'ra	clarify	*clear, bright, famous*
ho'diē, *adv.*		*today*
ter'ra	*terra firma*	(Meaning?)
bar'bara	barbarous	(Meaning?)
quo'que, *conj.*		*also, too*

9. The Latin Vocabulary in English

1. Explain on the basis of their derivation the meaning of the italicized words in the following sentences:

a. The *magnitude* of the task did not daunt him.
b. She was more famous for her *pulchritude* than for her intellect.
c. He spoke with the utmost *clarity*.
d. "The evil that men do lives after them;
The good is oft *interred* with their bones."
e. After the speech a *prolonged* discussion followed.

2. Give the Latin word (and its meaning) with which each of the following words is connected by derivation:

magnate, antiquated, spectator

3. The stem **spectā-**, which appears in **spectāte**, *look at*, is found in many English derivatives. A *spectat*or is one who looks at something. A *spectac*le is something one looks at. *Spectac*les are the means by which one looks at something. To ex*pect* something is to look out for it, and hence to anticipate it. To re*spect* someone is to look up to him. Re*spect*fully means in a manner indicating that one looks up to another.

4. *Antic* in "the antics of a clown" is a derivative of **antīquus**, *old*. It first meant something old, then, out of date, odd, and finally a grotesque trick.

10. Drill and Review

Read each sentence in Latin; then translate it or state what the italicized word tells about the rest of the sentence:

1. *Terra* est lāta. 2. *Terra* est pulchra. 3. Italia antīqua erat pulchra. 4. Britannia antīqua erat *barbara*. 5. Terra barbara erat magna et lāta. 6. Hispānia erat terra barbara, sed *hodiē* Hispānia nōn est barbara. 7. Ubi est īnsula magna? 8. Hodiē Britannia est *clāra* īnsula.

LESSON 3

A ROMAN GIRL

Read the following passage according to the directions given in Lesson 1. Try to take in the thought in the Latin order.

11. Discipulī, pictūram spectāte.

Puella pupam portat.[1] Quis puellam videt? Quis pupam[2] videt? Puella pupam amat. Pupa puellam dēlectat.

Tunicam[3] puella gerit (*wears*). Bullam[4] quoque puella habet. Bulla puellam dēlectat. Puella bullam cūrat, quod bulla puellam dēfendit (*protects*).

Quis servam[5] in pictūrā videt? Serva tunicam gerit. Serva bullam nōn habet.[6] Serva puellam cūrat. Puellam amat.[7]

Puella columbam[8] habet. Columbam puella amat. Columba puellam amat. Nunc puella et serva columbam spectant.[9] Columbam amant[10] et cūrant.

12. **Notes**

1. **The Subject, Direct Object, and Verb.** This sentence contains a combination of ideas which you use constantly in English and which will occur repeatedly in the Latin stories. It consists of a subject (**puella**, *girl*), telling who does something; a direct object (**pupam**, *doll*), telling to what the subject does something; and a verb in the active voice (**portat**, *carries*), telling what the subject (**puella**) does to the object (**pupam**). The subject is said to be in the *nominative* case in both English

A ROMAN GIRL IN HER HOME

The rooms of the rear part of a Roman house were placed round a courtyard such as is pictured here. The warm climate of Italy allowed the Romans to live out of doors much of the time

and Latin; the direct object is said to be in the *objective* case, or, as it is called in Latin, the *accusative* case. But the important point for you to grasp is that in English you know which word is the subject and which is the object from the order of words, or from the general sense. The subject regularly stands before the verb and the object after the verb. How do you tell the subject and object in "The boy saw the man"? Observe that, if the *order* is reversed, the subject and object are reversed. In Latin, on the other hand, you tell which word is the subject and which is the object by the *form* of the words. The ending **-a** of **puella** is the ending of the *nominative* singular, and shows that **puella** is the subject. The ending **-am** of **pupam** is the ending of the *accusative* singular, and shows that **pupam** is the direct object. Thus in a Latin sentence the words may occur in any order, for the *endings* show how they are used. The form of **puella** in **Puella pupam portat**, in **Pupam puella portat**, and in **Pupam portat puella**, shows that it is the subject, no matter what its position is in the sentence. It tells who carries the doll. The ending **-t** of **portat** shows that it is a verb in the third person, singular number, to agree with the subject, **puella**, and in the active voice. What is the case of a noun ending in **-a**? What is the case of a noun ending in **-am**?

A ROMAN DOLL

2. Roman children had dolls, even dolls with crudely jointed legs and arms.

3. The young girl of ancient Rome wore a simple tunic, often of bright color.

4. The **bulla** was a locket worn about the neck from in-

fancy by both girls and boys. Girls wore it until they were married, boys until they became of age. It consisted of two concave pieces of gold fastened together somewhat like a watchcase and containing a charm. The **bulla** was worn as a protection against the evil eye or witchcraft.

5. There were many slaves in a well-to-do Roman family.

6. In translating negative statements you will frequently need to put in the auxiliary *do* or *did*. See section 34.

7. In such English sentences as "Come here," "Hurry up," which are in the imperative mood expressing a command, the subject "you" is omitted, although for emphasis we may say "*You* come here." We do not omit the subject in the indicative mood. We say "He comes," not simply "Comes." But in Latin the subject, when it would be a personal pronoun (*I, you, he, she, it, we,* or *they*), is omitted, except for emphasis, in stating a fact in the indicative mood, and in all three persons. When the subject of a Latin verb is not expressed, because it is known from the context, you must put into your translation the pronoun required by the context. Here, as you are reading about *maidservant*, which is in the third person, singular number, the pronoun needed is *she*.

A BULLA

8. Doves were often the pets of Roman children, as well as ducks, geese, crows, quails, dogs, and monkeys.

9. When a verb ends in **-nt**, it is in the third person *plural*, active voice. Why should **spectant** be plural?

10. The pronoun *they* is needed in your translation, because the unexpressed subject is in the third person plural.

13. The Endings *-m*, *-t*, and *-nt* in English

The endings of nouns and verbs which you have just learned are not entirely new to you. English nouns have the same forms for the nominative and objective (accusative) cases, but the pronouns *who*, *he*, and *they* have a special form for the objective, which ends in *-m* like the accusative singular in Latin. When you see *whom*, *them*, and *him*, you know from the *form*, as in the case of Latin accusatives ending in -m, that they are in the objective case and are very likely to be the objects of verbs.

You may also be familiar with the Latin verbs *exit*, "he goes out," and *exeunt*, "they go out," which occur in plays. Note that, since no subject is expressed, the endings *-t* and *-nt* are translated by personal pronouns.

14. Vocabulary

New Word	Related Word	Meaning
puel'la		*girl*
pu'pa		*doll*
por'tat	portable	(Meaning?)
quis?		*who?*
vi'det	visible	*sees*
a'mat		*loves, likes*
dēlec'tat	delectable	*pleases, delights*
tu'nica	tunic	(Meaning?)
bul'la		*locket*
ha'bet		*has, holds*
cū'rat	curator	*takes care of*
quod, *conj.*		*because*
ser'va	servant	(Meaning?)
colum'ba		*dove*
nunc, *adv.*		*now*

15. Application of Latin to English

1. Explain on the basis of their derivation the meaning of the italicized words in the following sentences:

a. We were served a most *delectable* lunch.
b. A golf player who accepts pay for his playing is not eligible for the *amateur* championship.
c. He was *accurate* in all his statements.
d. The *terrain* at this point was very uneven.

2. Give the Latin word (and its meaning) with which each of the following words is connected by derivation:

subterranean, supervision, report, pupil, bullet

3. The stem **portā-** appears in many English derivatives. A *porta*ble stove is one that can be carried. To im*port* articles into this country is to carry or bring them in, while to ex*port* wheat is to carry it out. A re*port*er is one who carries or brings back news. A re*port* card is one that carries or brings back home the marks received. To trans*port* troops across the ocean is to carry them across. When a person "goes into trans*ports*" over a gift, he is quite "carried away." To sup*port* a proposal is to carry or bring something underneath it, so as to uphold it. When a person com*ports* himself with dignity, he carries himself with dignity. When an alien is de*port*ed from this country, he is carried away. A pupil's de*port*ment is his manner of carrying himself.

4. *Habit* is related to **habet**, *he has*, and means something which one has or possesses permanently.

5. Since both Latin and Anglo-Saxon have contributed to our English vocabulary, we have many pairs of words, one from Latin and one from Anglo-Saxon, which are formed on the same pattern and have the same general meaning. Thus the Anglo-Saxon equivalent of *provide* is *foresee*.

6. Which of the forms inclosed in parentheses is correct?

It was the worst storm we (were, was) ever in.

What principle brought out in this lesson should assist you to use each of these forms correctly?

Drill and Review

16. What case is used for the subject in Latin? for the direct object? What is the case of a noun if it ends in **-a**? if it ends in **-am**? What is the third person singular of **spectant**? the third person plural of **dēlectat** and **habet**?

17. What is the difference in meaning of **Puella servam videt** and **Puellam serva videt**? Is there any difference in the meaning of **Pupa puellam dēlectat** and **Puellam pupa dēlectat**?

18. Express in Latin the italicized words:

The *dove* delights the *girl.* I see an *island.* They have a *picture.*

19. Complete the following sentences by supplying the lacking subject or object. Be sure to use correct endings.

1. Puella —— habet.
2. —— est pulchra.
3. Serva —— videt.
4. Columba —— dēlectat.
5. Quis —— amat et cūrat?
6. —— est in Eurōpā.
7. —— puellam spectat.
8. —— pupam portat.

20. Read each sentence in Latin, and then either translate it or state what the italicized word tells:

1. Pictūra *puellam* dēlectat. 2. *Puellam* tunica dēlectat. 3. Pictūram *serva* nunc videt. 4. Serva *pupam* nōn portat. 5. Quis bullam habet? 6. Quis columbam amat? 7. Puella et serva *īnsulam* spectant. 8. Tunica et bulla *puellam* dēlectant. 9. *Puella* īnsulam spectat. 10. *Puellam* serva amat. 11. *Serva* puellam amat. 12. Amat *serva* puellam. 13. *Servam* puella amat.

A ROMAN LADY TEACHING HER DAUGHTER

Roman children spent a great deal of their time with their parents, receiving in this way no small part of their education

LESSON 4

A ROMAN LADY AND HER DAUGHTER

You have learned that the endings of Latin nouns and verbs are important. *The study of Latin is very largely the study of endings.* What is the case of **fīliam, mātrōna, pictūra, puellam**?

21. Discipulī, pictūram spectāte.

Nova [1] pictūra mātrōnam [2] Rōmānam [1] et fīliam [3] ostendit (*shows*). Quis vestrum (*Which one of you*) mātrōnam videt? Mātrōna stolam,[4] sed fīlia tunicam gerit (§ 11). Mātrōna et fīlia sedent (*are sitting*).

Mātrōna fīliam [5] parvam habet. Mātrōna superba fīliam docet.[6] Parva fīlia arithmēticam et linguam recitat. Linguam Latīnam recitat. Fortasse arithmētica et lingua puellam parvam dēlectant.[7] Lingua Latīna puellam Rōmānam certē dēlectat.

Mātrōna fīliam [8] laudat quod bene recitat.

22. Notes

1. In English the adjectives *this* and *that* change their form to *these* and *those* when they modify plural nouns. These are the only English adjectives which change their form in this way. In Latin, however, adjectives regularly change their form to agree with the nouns they modify in gender, number, and case. Thus you find **nova pictūra** (nominative), but **mātrōnam Rōmānam** (accusative).

A ROMAN BROOCH

2. No ancient nation held women in higher respect than did the Romans. The Roman matron was absolute mistress in her own house. She directed the affairs of the household and supervised the slaves, but did no menial work herself. The early training and education of her children were in her care. She fitted her daughters to be mistresses of houses similar to her own, and was their constant companion until their marriage.

3. **Fīliam**, *her daughter*. Possessive adjectives (*his, her, its, my, their*, etc.) are usually omitted in Latin unless they are emphatic or are used for contrast. In translating, supply the proper possessive wherever it is needed in English.

4. The **stola** was the distinctive dress of the Roman

matron. It was a long woolen garment, reaching to the feet, and having a wide flounce sewed to the lower hem. Around the neck was a purple border. The open sleeves were loosely clasped with beautiful brooches or buttons.

5. What is the case of **fīliam**? What idea does it express?

6. Though the education of women was not carried far, Roman women are said to have spoken the purest Latin.

7. If you were not translating Latin, should you be more likely to say "Arithmetic and language please the little girl" or "The little girl likes arithmetic and language"?

8. What does **fīliam** tell in this sentence?

23. Vocabulary

New Word	Related Word	Meaning
no′va, *adj.*	novice	*new*
mātrō′na	matron	*lady*
Rōmā′na, *adj.*	Roman	(Meaning?)
fī′lia		*daughter*
par′va, *adj.*		*little, small*
super′ba, *adj.*	superb	*proud, haughty*
do′cet		*teaches*
arithmē′tica	arithmetic	(Meaning?)
lin′gua	linguist	*language, tongue*
re′citat	recite	(Meaning?)
Latī′na, *adj.*	Latin	(Meaning?)
fortas′se, *adv.*		*perhaps*
cer′tē, *adv.*	certain	(Meaning?)
lau′dat	laudable	*praises*
be′ne, *adv.*	benefactor	*well*

24. Application of Latin to English

1. Explain the meaning of the italicized words:

a. Many *laudatory* remarks were made regarding his action.

b. The climate had a very *beneficent* effect.

c. Many *innovations* were made in the staging of the play.
d. His hope soon became a *certitude.*

2. Give the Latin word (and its meaning) with which each of the following words is connected by derivation:

Mediterranean, providence, portage

3. **Nova,** *new,* has a number of derivatives. A *nov*el idea is a new idea. A *nov*el was originally so called because it contained news. A *nov*elty is a new thing. To re*nov*ate a house is to make it like new, to renew it. To in*nov*ate a style is to bring in one that is new. A *nov*ice is one who is new to a situation. *Nova* Scotia means New Scotland.

4. Which of the forms in parentheses is correct?

I don't like (those, that) kind of shoes.

What principle brought out in this lesson should help you?

Drill and Review

25. How do English and Latin adjectives differ?

26. Complete the unfinished words:

1. Mātrōna stol— nov— laudat.
2. Arithmētic— puellam nōn dēlecta—.
3. Puell— parv— mātrōnam pulchr— spectat.
4. Mātrōna et puella īnsul— magn— et lāt— vident.
5. Lingu— Latīn— amant.

27. Read each sentence in Latin, and then either translate it or state what the italicized word or group tells:

1. *Mātrōna* tabulam spectat. 2. Mātrōna Rōmāna tabulam novam *laudat.* 3. Nova pupa *puellam parvam* dēlectat. 4. Quis arithmēticam et linguam nunc docet? 5. Quis stolam novam habet? 6. Mātrōna servam *novam* laudat. 7. Hodiē *puella parva* linguam nōn bene recitat. 8. Pictūra nova *mātrōnam superbam* dēlectat.

LESSON 5

VERBS AND THEIR PROPERTIES *

Before studying the next reading exercise, it will be necessary to make sure that you are thoroughly familiar with certain points which you have studied in English grammar and which apply to Latin also.

28. 1. What are the five properties of verbs? (§ 29)

2. What does a verb in the active voice tell? in the passive voice? (§ 30)

3. What is the voice of each verb in the following sentences?

a. The girl wears a tunic.
b. The tunic is worn by the girl.
c. The bulla was a charm.

4. What is the difference in the ideas expressed by the indicative and imperative moods? Illustrate each mood in an English sentence. Do you know what an infinitive is? If so, illustrate. (§§ 32 and 40)

5. How many tenses does the verb in English have? Illustrate them in sentences. Into what three general periods of time do they fall? (§ 34)

6. Give the person and number of each of the following pronouns:

they, we, he, you, she, I, it

7. Why do we say "I *see*," but "He *sees*"? (§ 38)

8. Do we say "The boy see" or "The boy sees"? What, then, is the person of a common noun?

* To the Teacher. This lesson may be omitted by a class familiar with English grammar. But it should be very thoroughly studied by the class that is not familiar with English grammar.

9. What is the personal ending of the third singular present indicative active of English verbs? What additional personal ending was formerly used, as shown by the form "Thou showest"?

10. Conjugate the verb *to see* in the present simple and in the present progressive active. What is the form *to see*?

11. Conjugate the verb *to see* in the present passive.

12. The form *to be* is the infinitive of *I am*. Conjugate the verb *to be* in the present and past indicative.

29. The Properties of Verbs. A verb has five properties: *voice*, *mood*, *tense*, *person*, and *number*.

30. Voice. A verb is in the *active voice* when the subject does something: as, *The teacher praises Henry*. It is in the *passive voice* when the subject is the recipient of the action (or has something done to him or it): as, *Henry is praised by the teacher*. It has no voice when the subject *is* (*becomes*, *seems*, *appears*) something: as, *Henry is happy*.

31. Exercise. State the voice of the verbs of the following sentences:

1. Mary writes. 2. Mary is writing. 3. The letter is written. 4. Mary seems happy. 5. Mary has written a letter. 6. The letter was written by Mary. 7. Mary had written. 8. The letter will be written. 9. Mary will be writing. 10. Mary appeared happy. 11. Mary was writing. 12. She wrote a letter. 13. The letter had been written.

32. Mood. A verb is in the *indicative* mood when it states a fact or asks a question: as, *Mary studies*; *Why does Mary study?* It is in the *imperative* mood when it expresses a command: as, *Study this page*.

33. Exercise. State the mood and voice of each verb in the following sentences:

1. Show me the letter. 2. Where does he work? 3. He has worked hard. 4. The letter was shown to us. 5. Have the men been

praised? 6. I have seen him. 7. He saw us. 8. Where were you walking? 9. Boys, be studious. 10. They had been praised. 11. Were they not happy?

34. Tense. A verb has six tenses.*

The *present* tense represents an action as taking place now: as, *He sees.*

The *past* tense represents an action as having taken place: as, *He saw.*

The *future* tense represents an action that will take place at some future time: as, *He will see.*

The *perfect* (*present perfect*) tense represents an action as completed in present time: as, *He has seen.*

The *past perfect* (*pluperfect*) tense represents an action as completed in past time: as, *He had seen.*

The *future perfect* tense represents an action as completed in some future time: as, *He will have seen.*

There is a form expressing progressive action corresponding to each of these six tenses: as, *He is seeing, he was seeing, he*

* To the Teacher. For teachers who wish to emphasize, wherever possible, the identity of grammatical ideas in Latin and English the following alternative treatment of tenses is suggested. It aims to make clearer to the pupil the identity of tense ideas in English and Latin and to suggest for the tenses names that are largely self-explanatory and are equally applicable to both languages.

There are three time spheres: present, past, and future. In each time sphere there are three tense ideas, expressing *a simple act, an act going on,* and *an act completed.* There are, accordingly, in English and Latin nine tense ideas, as shown in the following synopsis of the verb *to see*:

Present simple: I see
Present progressive: I am seeing
Present completed: I have seen

Past simple: I saw
Past progressive: I was seeing
Past completed: I had seen

Future simple: I shall see
Future progressive: I shall be seeing
Future completed: I shall have seen

These nine ideas are expressed by six tenses in Latin.

English also has a *completed progressive* tense in each time sphere: as, I have been reading, I had been reading, I shall have been reading.

will be seeing, he has been seeing, he had been seeing, he will have been seeing.

In questions and negative statements the auxiliary *do, does,* or *did,* is used to express the simple idea in the present and past: as, *Did he see? He did not see, He does not see.*

35. Exercise. Name the voice and tense of each verb:

1. He will be praised. 2. I am praised. 3. You had been praising. 4. They will have been praised. 5. I praise. 6. Does she praise? 7. I am being praised. 8. We have praised. 9. Were you praised? 10. She will praise. 11. We have been praising. 12. You had been praised. 13. They will have praised. 14. I am praising. 15. They did praise. 16. You were being praised. 17. We have been praised. 18. You were praised. 19. You had praised. 20. You were praising. 21. Is she praised?

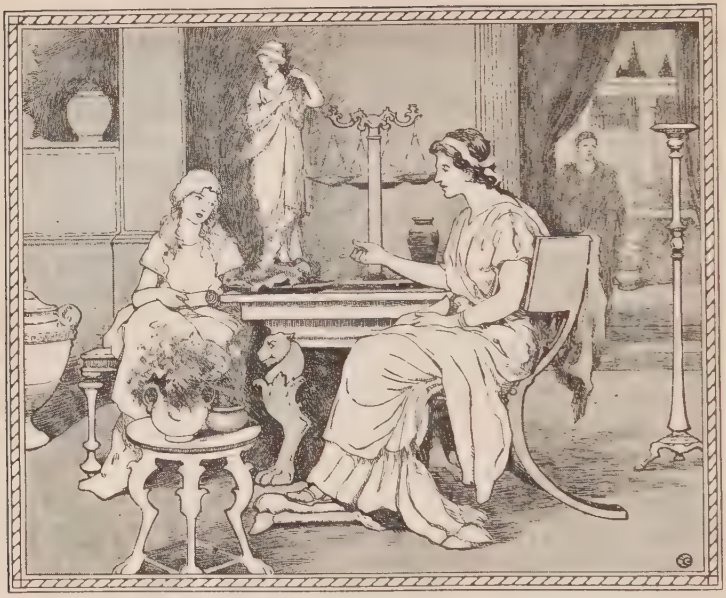
36. Person. A verb has three persons in the singular and in the plural. A verb is in the *first person* when its subject is the person speaking: as, *I call*; plural, *We call.* It is in the *second person* when its subject is the person spoken to: as, *You call* (singular and plural). It is in the *third person* when its subject is the person or thing spoken of: as, singular, *He calls, she calls, it is*; plural, *They call.*

37. Exercise. State the person and number of each verb in section 35.

38. Agreement. A verb agrees with its subject in person and number.

39. Inflection. Inflection is a change in the form of a word to indicate a change in its meaning or use. The inflection of a noun, pronoun, or adjective is called its *declension.* The inflection of a verb is called its *conjugation.* Adjectives have also an inflection called *comparison.*

40. Infinitive. The infinitive is usually recognized by the sign *to,* which is prefixed to it in English: as, *to call, to be.*



ROMAN HOME LIFE

Observe the kinds of table and lamp shown here, also the chair and stool

LESSON 6

A ROMAN LADY AND HER DAUGHTER AT HOME

Read the following exercise, *remembering to pay careful attention to the endings of the words.* You cannot read Latin as you read English, merely by seeing the meanings of the words in their order.

41. Novam pictūram spectō.[1] Mātrōnam et fīliam videō.[1] Mātrōna et fīlia sedent. Quid spectās? Quid vidēs?

Pictūram spectāmus et mēnsam[2] pulchram et cathedram et sellam vidēmus. Discipulī, quid spectātis? Quid vidētis? Spectātisne[3] statuam? Quis vestrum (§ 21) lucernam videt?

Mātrōna Rōmāna et fīlia statuam nōn spectant; nam mātrōna fābulam nārrat et fīlia audit (*is listening*). Fortasse mātrōna fābulam novam nārrat et fābula nova puellam parvam dēlectat. Quid puellam dēlectat? Rīdetne puella? Cūr nōn rīdet?

42. Notes

1. **Spectō**, *I am looking at.* You have observed in conjugating an English verb in the present indicative active (§ 28) that there is but one special personal ending. That is the ending *-s*, which shows the third person singular number. In Latin, however, there is a special personal ending for each person and number of the active voice, making six active personal endings. Since the person and number of a Latin verb are indicated by one of these personal endings, a personal pronoun is not required as in English. You have learned that the third person singular of a Latin verb ends in **-t**, and the third person plural in **-nt**. In the same way, in **spectō**, *I look at*, the ending **-ō** shows the person and number just as the pronoun *I* does in English.

The personal endings are

	Singular	*Plural*
1st Pers.	**-ō** (**-m**) = *I*	**-mus** = *we*
2d Pers.	**-s** = *you*	**-tis** = *you*
3d Pers.	**-t** = *he, she, it*	**-nt** = *they*

When the President puts the word *veto* at the end of a bill passed by Congress, he is really saying "I forbid (it)," and he expresses the *I* by the ending *-o*.

The Present Active Indicative. The verbs in this exercise are in the present active indicative. This tense is formed simply by adding the personal endings given above to a part of the verb known as the *present stem*. It is formed very

much as our English present tense would be formed were we to say *love-I, love-you, loves-he,* etc., instead of *I love,* etc.

2. To us a Roman house would seem bare and empty, for the Romans had few articles of furniture. They cared more for costly materials and fine workmanship in those articles they had than they did for comfort. It is said there was probably not a comfortable bed within the walls of Rome. Their chairs too were hard and uncomfortable. Roman tables varied much in shape and attractiveness; some were very

ROMAN LAMPS

costly. Of their chairs, the **sella** was an ordinary stool, and the **cathedra** a chair with a curved back and arms. The Roman lamp was a vessel holding oil or melted grease, which was burned by a wick protruding through a hole in the top of the vessel. Often the lamps were graceful and beautiful, but they furnished a very dim and smoky light.

3. You have seen that questions are asked in Latin, as in English, by interrogative words. If there is no interrogative word in the sentence, a question may be indicated by the syllable **-ne,** which is attached to the first word of the sentence and called an *enclitic.* This syllable does for the Latin sentence what is done for the English by the interrogative order

of words and an interrogation point: as, **spectāsne pictūram,** *are you looking at the picture?*

43. The Present Active Indicative of the First and Second Conjugations

The present stems of the verbs you have learned are **vidē-, cūrā-, portā-, dēlectā-, amā-, habē-, spectā-, docē-, recitā-,** and **laudā-.** Some of these stems end in **-ā** and the others in **-ē.**

There are in Latin four classes, or conjugations, of verbs. They are distinguished from one another by the vowel in which the present stem ends. Verbs having a present stem ending in **-ā** belong to the First Conjugation; those having a present stem in **-ē** belong to the Second Conjugation.

The present stem of a regular verb may be obtained by dropping the final **-re** of the present active infinitive of the verb: as, **amāre,** *to love,* present stem **amā-**; **vidēre,** *to see,* present stem **vidē-.** The present active infinitive will be given in the vocabularies hereafter, to tell you to which conjugation a verb belongs. It is the second principal part.

The present active indicative is inflected as follows:

First Conjugation

Singular	*Plural*
1. **vo′cō,** *I call, am calling*	**vocā′mus,** *we call, are calling*
2. **vo′cās,** *you call, are calling*	**vocā′tis,** *you call, are calling*
3. **vo′cat,** *he, she, it calls, is calling*	**vo′cant,** *they call, are calling*

Second Conjugation

1. **mo′neō,** *I warn,* etc.	**monē′mus,** *we warn,* etc.
2. **mo′nēs,** *you warn,* etc.	**monē′tis,** *you warn,* etc.
3. **mo′net,** *he, she, it warns,* etc.	**mo′nent,** *they warn,* etc.

Observe that each form has two meanings, a present simple and a present progressive; that **-āō** becomes **-ō** in the first

conjugation; and that ā and ē become short before the personal endings -t and -nt.

The present tenses of the model verbs are reprinted in the Appendix, page 20. Turn to that page now and locate them for future reference. When you need to review them, you will find it much more convenient to use the Appendix than to search for the particular place where they first appeared.

44. Vocabulary

New Word	Related Word	Meaning
se′deō, sedē′re	seat	*sit*
quid (*nom. and acc.*)		*what?*
mēn′sa		*table*
ca′thedra		*chair*
sel′la	*sedeō*	*stool*
sta′tua	statue	(Meaning?)
lucer′na		*lamp*
nam, *conj.*		*for*
fā′bula	fable	(Meaning?)
nār′rō, nārrā′re	narrate	(Meaning?)
rī′deō, rīdē′re	ridicule	*laugh, laugh at*
cūr, *adv.*		*why?*

45. Application of Latin to English

1. Explain the meaning of the italicized words:

a. A *sedentary* pursuit is not as healthy as an outdoor life.
b. The *narrator* of this *fabulous* tale was greeted with *derision.*
c. We could see his lips move, but his words were *inaudible.*
d. He sat down at the piano and *improvised.*

2. Give the Latin word (and its meaning) with which each of the following words is connected by derivation:

territory, auditor, invisible

3. **Sedeō**, *I sit*, has a number of derivatives. To pre*side* over a meeting is to sit above, in authority over, the others. The pre*sid*ent is the one who sits above the others. To super*sede* someone in command of an army means to sit over him, and, hence, to displace him. A res*id*ence is the place where one habitually sits or remains. A country *seat* is therefore a country res*id*ence. The res*id*ue of an estate is that which remains or abides. When a flood sub*sid*es, the water settles down. Diss*id*ent factions in a political party sit apart from each other and, hence, disagree. *Sed*iment is that which settles at the bottom of a liquid. A *sed*entary occupation is one that requires much sitting, such as bookkeeping. An ass*id*uous employee is one who is always sitting on his job, and, hence, is diligent. For the opposite idea we have the slang expression "to lie down on the job." To attend to one's duty with *sed*ulous care is to do it with diligence.

4. Observe that Latin **sedeō** and Anglo-Saxon *sit* resemble each other in spelling and meaning. Latin and Anglo-Saxon are themselves derived from an original "grandparent" language, which we call the Aryan language. **Sedeō** and *sit* are descended from a parent word in that language.

5. *Supersede* is frequently misspelled. How should your knowledge of its derivation prevent you from misspelling it?

6. How do you account for the resemblance between **mēnsa** and Spanish *mesa*? What does each mean?

Drill and Review *

46. Add the personal endings to the stems **vidē-, cūrā-, portā-, amā-, habē-, spectā-, docē-,** and **laudā-,** observing the changes in spelling and quantity mentioned in section 43.

* To the Teacher. Several types of review are regularly included in this section of each lesson in order to provide a variety of material from which selections may be made. It should not be necessary for the average class to cover all the review material of all these types.

47. The present stem **labōrā-** means *work*. Write, accent, and give the meanings of the present active infinitive; the present active indicative, third plural; first plural; second singular; second plural; first singular; third singular.

Do the same for **sedē-**, and **nārrā-**. To which conjugation does each of these verbs belong? How do you know?

48. Answer in Latin these questions about the reading exercise of this lesson:

Quis in sellā sedet?
Quid in pictūrā vidētis?
Quid in pictūrā vidēs?
Quis fābulam nārrat?
Cūr mātrōna fābulam nārrat?

49. What does the present active infinitive tell you about a Latin verb? What English pronouns correspond to the Latin personal endings **-mus, -tis, -s, -ō, -t, -nt**?

50. Write in Latin:

I look at a table. You look at a lamp. He looks at a statue. She looks at a long table. We tell a story. You tell a story. They have a new statue. Why do you laugh?

51. Read each sentence in Latin and then either translate it or state what the italicized word tells:

1. Pictūram novam et pulchram *laudō*. 2. Hodiē *linguam* nōn recitāmus. 3. *Bene* recitātis. 4. Docēsne arithmēticam? 5. *Novam* linguam docēmus. 6. Dēlectatne nova lingua puellam Rōmānam? 7. Cūr servam nōn laudās? Bene labōrat. 8. Rīdēmus quod fābulam novam nārrās. 9. Cūr sedētis? Cūr nōn labōrātis? 10. Lucernam spectāmus; nam lucerna est pulchra.

52. Review Word List 1, in the Appendix, page 5. This list contains the most important words which you have thus far met.

LESSON 7

THE ENTRANCE TO A ROMAN HOUSE

Before reading the passage, state clearly to yourself what the ending **-m** on a noun will tell you, and what the endings **-mus**, **-tis**, **-ō**, **-t**, **-s**, and **-nt** on verbs will tell you. What is the one point to remember about adjectives? What have you learned about the person and number of a verb? *Remember to look at the endings.*

53. Hodiē pictūram novam habēmus. Spectātisne, discipulī, pictūram novam? Quid in pictūrā vidētis?

Ego[1] pictūram spectō. Pictūra mē dēlectat. Jūlia,[2] tū pictūram spectās. Dēlectatne tē pictūra?

Jūlia, ego et tū pictūram nunc spectāmus. Cornēlia, tū et Lūcia pictūram spectātis. Quid vidētis? Vidētisne viam[3] et jānuam et tabernam? Quis tabernam nōn videt?

Mārcus pictūram[4] spectat. Quid is videt? Augustus et Jūlius quoque pictūram spectant. Quid vident? Quem[5] spectant?

Puellam[6] parvam Augustus et Jūlius spectant. Jūlia, vidēsne eam? Ego mātrōnam videō. Ea puellam parvam vocat, sed puella nōn properat. Cūr ea nōn properat?

Nunc Mārcus pictūram nōn spectat. Cūr pictūra eum nōn dēlectat?

54. **Notes**

1. **Personal Pronouns.** In the previous lesson you learned that the person of a verb is indicated by personal endings, and not by personal pronouns as in English. Personal

pronouns, however, exist in Latin; and they are even used as the subjects of verbs whenever emphasis or contrast in subjects is desired: as, **amō**, *I love*; but **ego amō**, *I love*.

THE FRONT OF A ROMAN HOUSE

Part of the front of a Roman house was often rented for a shop, as here. The interior of the house can be seen through the doorway at the right. The passer-by could tell little about the style or elegance of a Roman house from its exterior. Notice the shop, the narrow sidewalk, and the stepping-stones at the crossing

The Latin personal pronouns are **ego**, *I*; **tū**, *you*; **is**, *he*; **ea**, *she*; **id**, *it*. The following forms occur in this lesson:

Nom. sing.	**ego**, *I*	**tū**, *you*	**is**, *he*	**ea**, *she*
Acc. sing.	**mē**, *me*	**tē**, *you*	**eum**, *him*	**eam**, *her*

Observe that **mē**, the accusative singular of **ego**, is spelled exactly like the English pronoun *me*, which is Anglo-Saxon.

2. Many English names for boys and girls come from Latin without change: as, Alma, Augustus, Cecilia, Clara, Cornelius, Flora, Julia, Julius, Marcus, Rufus, Stella, Virginia.

3. You must imagine ancient Rome as a network of narrow, crooked alleys rather than as a place of broad, straight avenues. Only a few streets were suitable for the passage of large vehicles; in fact, all traffic with vehicles was often forbidden except at certain hours of the day. The ordinary residence street gave the appearance of an alley with two walls, broken here and there by a doorway opening into the house wall. If the street was used for commercial purposes, the entrance to the house might be between two shops. The shops were small. The rooms of the Roman house were placed around an open court that was exposed to the sky and supplied them with light and air. Hence there were no windows in the exterior, except occasionally in the upper story. Balconies frequently projected from the second stories.

4. We know from the forms of **Mārcus** and **pictūram** that Mark *is doing something to* the picture.

5. You have met these forms of the pronouns **quis** and **quid**:

Nom. sing.	**quis**, *who?*	**quid**, *what?*
Acc. sing.	**quem**, *whom?*	**quid**, *what?*

6. The normal order of words in a Latin sentence is subject, object, verb. Here the object precedes the subject. This order emphasizes the word removed from its normal position. In translating, emphasize the object.

55. Vocabulary

New Word	Related Word	Meaning
vi'a	via Albany	*way, street, road*
jā'nua	janitor	*door, doorway*
taber'na		*shop, store*
vo'cō, vocā're	vocal, convoke	*call, summon*
pro'perō, properā're		*hurry, hasten*

56. Application of Latin to English

1. Explain the meaning of the italicized words:

a. *Revocation* of licenses is the penalty for careless driving.
b. The road crosses the valley by a *viaduct.*
c. It was proposed to *revise* the constitution.
d. It was easy to recognize the *purport* of the message.
e. He was allowed much *latitude* in the exercise of his powers.
f. His *vocation* is engineering, his *avocation* the study of birds.

2. Give the Latin word (and its meaning) with which each of the following words is connected by derivation:

convocation, portfolio, declare, terrace, egotist

3. Via, *way, road,* has a number of interesting derivatives. Pre*vi*ous means going on the road before, and, hence, going before. A de*vi*ous reply is one that goes out of the straight path, and, hence, is wandering. To de*vi*ate from the course is to go out of the way. An ob*vi*ous fact is one that comes face to face with you on the road, and, hence, is plain. To ob*vi*ate a difficulty is to meet it squarely on the road, and, hence, to resist it and dispose of it. A coat is imper*vi*ous to the rain when there is no (*im*) way (*via*) through (*per*). To con*vey* a message is to accompany (*con*) it on the way, and a con*voy* is that which accompanies something on the way. An en*voy* is a person sent along the road, a messenger.

4. *Trivial* is an interesting derivative of via, *way,* with the prefix *tri-* meaning three. *Trivial* now means of slight importance, as in "trivial objections." Originally it referred to that which takes place where three *roads* meet. When we know the history of the word, we find preserved in it a miniature picture of a phase of Roman country life. It calls up a picture of three intersecting roads, with perhaps a fountain by the roadside where people came for water and remained

to gossip. Hence *trivial* literally refers to the idle conversation of loiterers who gather "at the meeting of the three *roads*."

5. *Voyager* comes from via, *way*, and corresponds to Anglo-Saxon *wayfarer*.

Drill and Review

57. How do you know to which conjugation **vocāre** belongs? Add the personal endings to the present stems of **vocāre** and **properāre**. Then accent the resulting words, and give the simple and progressive meanings. When do you use the auxiliary *do, does*, or *did*, in translating a verb? (§ 34)

58. Give the nominative and accusative singular forms of the Latin words for *I, you, he, she, who*, and *what*.

59. Express in Latin the italicized words:

I am looking at a lamp, and *you* are looking at a statue. The lamp pleases *me*. *Does* the lamp *please* you? I see *Julia*. I call *her*, but she *does not hurry*. Marcus is looking at *the shop*. I call *him*. *Does* he *hurry*? *He does* not *hurry*. *He hurries*.

60. Complete the unfinished words:

1. Tū statu— et mēns— pulchr— habē—.
2. Dēlectantne tē statu— et mēns—?
3. Ego proper— quod tū vocā—.
4. Mātrōna et serva propera—.

61. Read each sentence in Latin and then either translate it or state what the italicized word tells:

1. Fīliam parvam habeō. Eam amō. 2. Ea mē vocat, sed ego nōn properō. 3. Ego linguam amō, tū arithmēticam amās. 4. *Tē* nōn laudō, quod bene hodiē nōn recitās. 5. Nunc servam vocāmus. Serva mē spectat, sed nōn properat. 6. Ubi eum vidētis? Labōratne is hodiē? 7. Quem vocās? Quid spectās? Cūr rīdēs? 8. Quid tē dēlectat? 9. *Taberna* mē et tē certē dēlectat.

LESSON 8

THE APPIAN WAY

In reading the Latin of the following exercise give special attention to grouping, or phrasing. That is, read as units words that evidently go together to form one thought unit, such as an adjective and its noun, or a preposition and the noun it governs. You will find that this practice will enable you better to follow the thought of a sentence through to the end. Watch for new case endings in this lesson.

62. In hāc pictūrā (*In this picture*) Viam Appiam[1] spectāmus. Viam lātam et plānam vidēmus. Fēminās[2] vidētis.

Quid habent fēminae[2]? Rosās habent. Rosae sunt (*are*) rubrae et albae. Rosās rubrās[3] et albās vēndunt (*they are selling*). Rosās[4] fēminae vēndunt quod[5] pecūniam dēsīderant.

Lectīca[6] appropinquat. In lectīcā (*In the litter*) sedet mātrōna Rōmāna. Servī validī (*Sturdy slaves*) lectīcam portant.

Nunc fēminae rosās mōnstrant. Mātrōnae Rōmānae rosās semper amant. Mātrōna ex lectīcā (*from the litter*) rosās pulchrās spectat. Rosae eam dēlectant. "Quantī?" (*How much?* or *What is the price?*) mātrōna rogat. Tum pecūniam numerat.

"Grātiās agimus. Valē!" (*We thank you. Good-by!*) clāmant fēminae. Nunc fēminae pecūniam habent. Rosās nōn habent. Pecūnia fēminās certē dēlectat.

A GLIMPSE OF THE APPIAN WAY

By the side of the great public roads leading out of Rome were placed tombs and memorials such as show in the background of this picture. Observe the slaves bearing a litter. At the left is visible one wheel of a **cisium**, a two-wheeled vehicle drawn by horses, for short journeys outside the city. Two persons are riding in it.

63. Notes

1. Outside the city there were broad and straight roads leading to all parts of Italy and even to distant points in the Roman dominions. These roads were as useful to Rome as railroads are to a modern city. Primarily they were built to facilitate the sending of troops and supplies to the frontier.

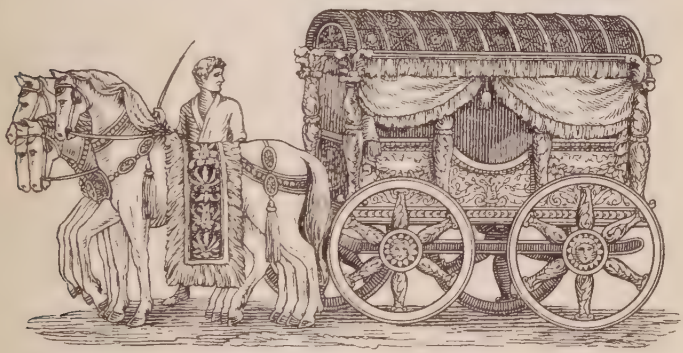
THE APPIAN ROAD TODAY

Roman roads were so well made that they have survived in places to this day. The picture shows a section of the Appian Road in its present condition. Observe the blocks of stone with which the road is paved

Their construction was equal to that of our best concrete roads today. Their grade was easy; they cut through hills; they crossed rivers and marshes by bridges and viaducts. The width was such that two broad wagons could easily pass. The Appian Way was the most famous of the Roman roads. It extended south from Rome.

2. **The Nominative and Accusative Plural.** When we use an English noun in the plural, we change its spelling: as,

woman, women; *girl, girls*. In Latin a similar change is made, and we find ***fēminae*** and ***puellae*** for the nominative plural of *fēmina* and ***puella***, and *fēminās* and ***puellās*** for the accusative plural. You are already familiar in English with this nominative plural ending **-ae** in such words as *alumnae, formulae, nebulae, vertebrae*, and others. The ending of the accusative plural is **-ās**.



A ROMAN COVERED CARRIAGE

A noun ending in **-a** or **-ae** is the subject, the doer of the action; a noun ending in **-am** or **-ās** is the direct object.

3. Observe that the ending of the adjective has been changed so that **rubrās** may agree with **rosās** (§ 22, n. 1).

4. What is the form of **rosās**? The cases of **rosās** and **fēminae** show that the women *do something to* the roses.

5. The subordinate clause introduced by **quod** tells *why* the women are selling roses.

6. The **lectīca** was a litter which was carried by slaves. It usually had a top. Its occupant might sit or recline. It was a common means of transportation inside the city. The Romans also had covered wagons drawn by horses or mules. Their means of travel were as good as the means in this country, or in England, at the time of the Revolution.

64. Vocabulary

New Word	Related Word	Meaning
plā'na, *adj.*		*flat, level*
fē'mina	feminine	(Meaning?)
ru'bra, *adj.*	ruby	*red*
al'ba, *adj.*	albino	(Meaning?)
pecū'nia		*money*
dēsī'derō, dēsīderā're	desire	*wish*
lectī'ca		*litter*
appropin'quō, appropinquā're		*approach*
mōn'strō, mōnstrā're	demonstrate	(Meaning?)
sem'per, *adv.*		*always*
ro'gō, rogā're	interrogative	(Meaning?)
tum, *adv.*		*then*
nu'merō, numerā're	numeral	(Meaning?)
clā'mō, clāmā're	exclamation	(Meaning?)

65. Application of Latin to English

1. Explain the meaning of the italicized words:

a. The boy had the *effeminate* habit of using perfume.
b. His extravagance soon brought him *pecuniary* difficulties.
c. The president issued the annual Thanksgiving *proclamation.*
d. He suddenly saw the *rubicund* countenance of his friend.

2. What Latin words do the following suggest?

interrogate, innumerable, acclamation, rouge, propinquity

3. Vocō, *I call,* has many derivatives. To con*vok*e (with change of *c* to *k*) an assembly is to call it together. To re*vok*e permission to do something is to call it back, to recall it. A decision is irre*voc*able when it cannot be recalled. To in*vok*e the aid of someone is to call upon him for it, and the in*voc*ation at the beginning of a religious service is a call-

ing upon the Lord for aid. When a speaker *evok*es great applause, he calls it forth. An ad*voc*ate is one called upon to plead one's case, and, hence, a lawyer. Pro*voke* goes back for its explanation to the tournaments of medieval days, when the challenger called forth his opponent. Hence, provoke came to mean challenge, and then irritate, anger.

ROMAN COINS

4. What does *femme* mean in French?

Drill and Review

66. Conjugate **rogō** in the present active indicative.

67. Use each of the following phrases as the object of **videō**, first in the singular and then in the plural:

puella pulchra	via lāta	fēmina Rōmāna
īnsula magna	taberna nova	rosa alba

68. Answer in Latin:

Quid portant servī validī?	Cūr fēminae rosās vēndunt?
Quis in lectīcā appropinquat?	Quid fēmina numerat?

69. Express in Latin the italicized words:

1. *The Roman women* wish money. 2. The *ladies* have *white roses*. 3. We see the *girls*. 4. Rome *does* not *have wide streets*.

70. Proceed as in previous exercises:

1. *Pecūniam* dēsīderāmus. 2. *Fēminae* pecūniam numerant. 3. Quid vidēs? Appropinquantne fēminae? 4. Puellae rosās *albās* mōnstrant. 5. Fīliās *pulchrās* habētis. 6. Viae tabernās pulchrās habent. 7. Tūne semper tabernās spectās? 8. Eurōpa īnsulās magnās habet.

IN THE PERISTYLE OF A ROMAN HOUSE

The peristyle was a spacious court open to the sky. On all sides of this court was a colonnade, and in its center was frequently a pool, with sometimes a garden

LESSON 9

IN THE PERISTYLE[1]

Do your best to get the thought of this passage through the reading of the Latin. Use your imagination. Be sure that you can recognize instantaneously all the forms thus far studied. What is the form (that is, the case and number) of **fīliae**, **fīliās**, **Cornēliam**, **mātrōna**?

71. Terentia, mātrōna Rōmāna,[2] et Flaccus, marītus Terentiae (*Flaccus, husband of Terentia*), duās fīliās habent. Ūna fīlia appellātur (*is named*) Cornēlia; altera Secunda appellātur.

Cornēlia, puella parva et pulchra, duodecim annōs nāta est (*is twelve years old*). Secunda decem annōs nāta est.

Terentia et Flaccus Cornēliam et Secundam, fīliās, maximē amant.[3] Terentia fīliās cūrat et ēducat.

In pictūrā Flaccum [4] et Terentiam vidēmus. Quis videt Flaccum? Is stat, sed Terentia sedet. Ego Cornēliam ab dextrā (*at the right*) videō. Tūne Secundam ab sinistrā (*at the left*) vidēs? Cornēlia et Secunda aquam spectant.[5] Quid in aquā vident?

Spectāte Flaccum. Quid Flaccus gerit (§ 11)? Flaccus togam [6] gerit.

72. **Notes**

1. The Roman house had two main parts: the atrium and the peristyle. The former was a large reception room, fitted with splendor and magnificence. Tall columns supported its roof. A large opening in the roof admitted light. For a picture of an atrium see page 117. The peristyle was back of the atrium. It was surrounded by rooms which were the center of the domestic life of the Romans. See page 51 for a picture of a peristyle, and page 119 for the floor plan of a Roman house.

2. **Mātrōna Rōmāna** tells who **Terentia** is. A noun used in this way to explain another noun without the verb *to be* is called an *appositive*. An appositive agrees in case with the noun it explains.

3. Why does **amant** end in **-nt**?

4. In what letter does **Flaccum** end? What case does this letter indicate?

5. Why does **spectant** have a plural ending?

6. The **toga** was a heavy, white woolen garment. It was not worn in the privacy of the house because it was too cumbersome. But outside the house and at all public and social functions it was the proper garb of a Roman citizen. Foreigners were not allowed to wear the toga.

73. Vocabulary

New Word	Related Word	Meaning
marī'tus		*husband*
du'ae, *adj.*	duet	(Meaning?)
ū'na, *adj.*	unit	(Meaning?)
al'tera, *adj.*	alternate	*the other*
duo'decim, *adj.*	*duo* + *decem*	(Meaning?)
de'cem, *adj.*	decimal	(Meaning?)
ma'ximē, *adv.*		*greatly*
ē'ducō, ēducā're	educate	(Meaning?)
stō, stā're	station	*stand*
a'qua	aquatic	(Meaning?)

74. Application of Latin to English

1. Explain the meaning of the italicized words:

a. Let nothing undermine the *stability* of our government.
b. He appeared in the *dual* capacity of buyer and seller.
c. The fire of the machine guns *decimated* our troops.
d. The parts were sung in perfect *unison.*
e. A fierce *altercation* broke out between the two men.

2. Give the Latin word (and its meaning) from which each of the following words is derived:

unity, dual, decimal, marital, aquarium

3. Stō, *I stand*, has many important descendants. A person's *sta*tion in life is his "standing." A gas *sta*tion is a gas stand. A *sta*ble government is one able to stand. A *sta*ble is a place where animals stand. The *sta*men of a flower is that which stands up. *Sta*mina is the power of standing up under difficulties. An ob*sta*cle is that which stands in the way. The con*sta*ncy of your friend is his quality of standing by you. A *sta*tue is merely something that stands, and a person's *sta*ture is his height when standing. The *sta*tus of a business firm is its financial standing. Explain un*sta*ble, circum*sta*nces, dis*ta*nt.

A ROMAN GARBED IN THE TOGA

In putting on the toga the Romans took great care to have every fold in its proper place. The arrangement of this garment was not easy, as neither pins nor buttons were used. The man wearing a toga in the picture is evidently an official, for he is preceded by lictors, one of whom is in sight

4. Latin stō and Anglo-Saxon *stand* are derived from a common parent language.

5. Since the toga was worn on state occasions when it was important to dress up, we have invented the slang phrase "to tog out," meaning to dress up in all one's finery. Observe how far the dignity of the ancient toga has fallen in *togs* and *toggery*, slang words for clothes of any kind.

6. Which of the forms inclosed in parentheses is correct?

There (was, were) John Allen and his wife to be taken home.
There (was, were) John Allen with his wife to be taken home.

What principle illustrated in this lesson should help you?

Drill and Review

75. Inflect **ēducō** and **stō** in the present active indicative.

76. Change to the accusative plural **decem puellae, fīlia parva, togam novam, viae lātae.**

77. What do you look for when you see an adjective ending in **-am**? in **-ae**? in **-ās**? What use in a sentence do you expect to find for a noun ending in **-am** or **-ās**?

78. In what case is an appositive? How many kinds of agreement have you now studied?

79. Express in Latin the italicized words:

Terentia, *the lady*, is walking. I see Terentia, *a Roman lady*, and her *daughter*. Do you see Cornelia and Secunda, *the little girls*? These girls, *daughters* of Flaccus, *are standing* in the atrium.

80. Answer in Latin:

Quis duās fīliās habet?
Quis ēducat Cornēliam?
Quis ab dextrā sedet?
Quid puellae spectant?
Quis togam gerit?

81. Read each sentence in Latin and then translate it or state what the italicized word or group tells:

1. Britannia, īnsula Eurōpae (*of Europe*), est magna. 2. Italia, paenīnsula Eurōpae, est longa. 3. Cornēlia et Secunda, puellae, stant, sed Terentia, mātrōna, sedet. 4. *Terentiam*, mātrōnam, in pictūrā videō. 5. Rosae aquam dēsīderant. 6. Via Appia, clāra via Rōmāna, tum erat nova. 7. Quis Cornēliam et Secundam, puellās, vocat? 8. Rosam ūnam habeō, sed tū decem rosās habēs.

LESSON 10

WHY WE STUDY LATIN

82. Latin helps you to know English. A knowledge of the derivation of Latin words in English enables you both to understand the meanings of many previously unfamiliar English words and to appreciate better the real meaning of many familiar words. If it becomes a habit with you to trace to its Latin source a new English word which you meet in reading, this value will be a very important one for you throughout your later life. A knowledge of Latin enables you to understand the meaning of many Latin words, phrases, and quotations of frequent occurrence in English. Even in the spelling of English words derived from Latin a knowledge of their derivation is of assistance. The close connection of Latin and English grammar provides another way in which a knowledge of Latin will help you in English, for you should gain a better understanding of grammatical principles in English and should speak and write English more correctly. If you try constantly to translate into the best possible English, this daily practice will contribute to your general power of expressing your thoughts in English. Improving your command of English will make you more efficient in any calling. Latin will also help you to understand the classical names, allusions, and ref-

erences which abound in our literature and even in our newspapers and advertisements.

83. Latin helps you in the study of the Romance languages. The Romance languages are even more closely connected with Latin than is English, and you will find Latin of constant help, especially in the study of vocabulary, provided you form the habit of associating familiar Latin words with the new words you meet.

84. Latin will help you greatly in the study of science and in the pursuit of the professions, especially law and medicine. The great majority of scientific terms and of legal and medical terms are of Latin origin.

85. Latin helps you to know the Romans. If you are to be really educated, you must know something about a people that has played so important a part in the history of the world. Rome not only conquered all the ancient world but it also borrowed all that was desirable in the civilization of the peoples it conquered. Ancient civilization converged in Rome; modern civilization starts from Rome. To a degree far greater than we realize, our civilization is Roman. When you are studying the Latin language, you are becoming more and more intimately acquainted with the people from whom we derive many of our laws and customs, our beliefs and ideals, our art and literature. Thus the study of Latin, by increasing your culture, will give you satisfaction all your life.

LESSON 11

A STREET SCENE

When there is one word in a sentence which you do not know, try translating the sentence by putting in the unknown Latin word in place of its English meaning. You will find that the meaning of the word required by the rest of the sentence will often flash upon you. You will meet some new endings for nouns in this lesson. Make sure that you know the endings thus far met by giving rapidly the forms of **pictūram, puellam, domina, dominam, dominae.**

86. Ecce, novam pictūram habēmus.

Per viam (*Along the street*) ambulant servus[1] et puer[1] et vir.[1] Spectātisne servum et puerum et virum? Puer et vir togās habent, sed servus togam nūllam habet. Vir est Flaccus. Puer est Pūblius, fīlius Flaccī (*of Flaccus*). Pūblius puer nunc quīndecim annōs habet.[2]

Flaccus et fīlius amīcōs spectant. Amīcī Flaccum salūtant, nam Flaccus multōs amīcōs habet.

Flaccus, dominus bonus, et Terentia, domina bona, servōs bonōs[3] habent; nam dominus bonus servum bonum semper habet. Servī Rōmānī in culīnā (*in the kitchen*) labōrant; ātrium et peristȳlium cūrant; puerōs et puellās docent; dominum et dominam juvant.[1]

87. Notes

1. **Servus, puer,** and **vir** are masculine nouns of the second declension in the nominative singular. The accusative singular of the same nouns occurs in the next sentence. Nouns

A ROMAN AND HIS SON MEETING FRIENDS

Shops with their offerings are shown in the background. One of the men is accompanied by a slave, possibly a *nomenclator*, whose duty it was to prompt his master if he forgot the name of anyone who greeted him. Observe that the boy wears the toga as a street garment

of the first declension end in **-a**; masculine nouns of the second declension end in **-us**, **-er**, or **-ir**. The forms of the second declension follow:

	Singular	*Plural*
Nom.	**servus, puer, vir**	**servī, puerī, virī**
Acc.	**servum, puerum, virum**	**servōs, puerōs, virōs**

The endings **-us** and **-er** of the nominative singular are familiar in Latin nouns occurring in English: as, *alumnus, campus, minister, vesper*. The nominative plural ending, *-i*,

THE INTERIOR OF A ROMAN HOUSE

The view is toward the peristyle. Observe the couch, the decorated walls, and the arrangement of the columns about the peristyle

is familiar in *alumni, radii, termini, fungi.* You now know that a noun ending in **-a, -us, -ius, -er, -ir, -ae,** or **-ī** is nominative and subject of a verb; and that a noun ending in **-am, -um, -ās,** or **-ōs** is accusative and direct object of a verb.

2. A literal translation is one that shows the exact meaning and relation of each Latin word. The literal translation of **quīndecim annōs habet** is *has fifteen years.* But this translation is not good English. The sentence means that *Publius is fifteen years old.* This should be the translation.

3. Observe that the ending of the adjective is changed so that the word may agree with its noun (§ 22, n. 1).

4. The Roman household swarmed with slaves. Captives in war were brought to Rome in crowds and there offered for sale. The rich had hundreds and even thousands of slaves. Every part of the house had a special staff of servants. When the master or mistress left the house, slaves followed ready to perform any service needed.

88. Model Nouns of the First and Second Declensions. In the Appendix, page 10, is given the full declension of **porta**, a model noun of the first declension, and of **servus**, **fīlius**, **puer**, and **vir**, model nouns of the second declension. Turn to that page now and learn the cases thus far studied. Hereafter use the Appendix for the review of all model nouns.

89. Vocabulary

New Word	Related Word	Meaning
ec'ce, *interj.*		*see! behold!*
am'bulō, ambulā're	amble	*walk*
ser'vus	*serva*	(Meaning?)
pu'er		*boy*
vir		*man*
nūl'lus, nūl'la, *adj.*	nullify	*not any, no*
fī'lius	filial, *fīlia*	(Meaning?)
quīn'decim, *adj.*	*decem, duodecim*	*fifteen*
an'nus	annual, *per annum*	(Meaning?)
amī'cus	amicable	friend
salū'to, salūtā're	salute	(Meaning?)
mul'tus, mul'ta	multitude	*much*; *many* in plur.
labō'rō, labōrā're	labor	(Meaning?)
do'minus	dominate	*master*
bo'nus, bo'na, *adj.*	bonbon, *bene*	*good, kind*
do'mina	*dominus*	(Meaning?)
ju'vō, juvā're		*aid, help*

90. Application of Latin to English

1. Explain the meaning of the italicized words:

a. The two scientists *collaborated* in their work.
b. He was reduced to the condition of an *impecunious* beggar.
c. The physician reported that the *auditory* nerves were affected.
d. We have read the *preamble* to the constitution.
e. We regarded his conduct as utterly *puerile*.

2. **Annus**, *year*, is a very important source of English words. Explain *ann*ual, bi*ann*ual, dec*enn*ial, cent*enn*ial, mil*lenn*ium, *ann*uity. An *ann*uitant is a person who receives a yearly payment. A per*enn*ial spring is one that lasts throughout the year, and, hence, is everlasting. A super*ann*uated employee is one who is over(*super*)supplied with years and is retired on an old-age pension. An *anni*versary day is one that returns yearly. The *ann*als of a nation are its yearly records.

3. *Millennium* is frequently misspelled by the omission of one of the *n's*. What should help you to avoid this mistake?

4. Bi*enn*ial is derived from **bis**, *twice*, *two*, and **annus**, *year*, and, as a term which you may meet in studying general science or botany, means a plant lasting for two years.

5. What is the meaning of *amico* in Italian?

Drill and Review

91. Give the nominative and accusative, in both numbers, of **servus**, **fīlius**, **puer**, **vir**, **campus**, **domina**, **serva**, and **fīlia**.

92. Inflect the present active indicative of **labōrō**. Translate **salūtāmus**, **salūtās**, **salūtat**, **salūtō**, **salūtant**, **salūtātis**. Express in Latin:

We are walking. We do walk. She walks. You (sing.) do not walk. I am walking. They walk.

93. State the reason for the case of each noun and adjective and translate:

1. Puer vocat. 2. Puer et vir vocant. 3. Puerī bonī tē salūtant. 4. Puer bonus mē salūtat. 5. Puerum bonum juvat. 6. Vir puerōs bonōs juvat. 7. Nūllōs amīcōs puer habet. 8. Nūllī amīcī eum salūtant. 9. Fīliam et fīlium dominus habet.

94. Express in Latin the italicized words:

I see *a man*. *Ten men* are walking. I see a *boy* and a *slave* and my *friends*. My *friends* salute the *good man*. The man greets his *kind friends*.

95. Answer in Latin:

Quis multōs servōs habet?
Quis multōs amīcōs habet?
Quis salūtat Flaccum?
Quid servī Rōmānī faciunt (*do*)?

96. Read each sentence in Latin and either translate it or state what the italicized word tells:

1. Domina *servum* vocat. 2. Servus *dominam* semper juvat. 3. Mātrōna servum *bonum* laudat. 4. Servus bonus *dominum* amat. 5. Cūr puer puellam vocat? 6. *Puer* amīcum habet. 7. *Puerī* amīcōs multōs habent. 8. Nūllōs servōs nunc habēmus. 9. Cūr puellae puerōs vocant? 10. Quis dominum et dominam salūtat? 11. *Vir* duās fīliās et duōs fīliōs habet. 12. Quid virōs dēlectat? 13. Vesperne eōs dēlectat? 14. Campī plānī et lātī in Italiā sunt.

THE FARMYARD OF A COUNTRY ESTATE
In the distance is seen the villa of the owner of the farm

LESSON 12

A COUNTRY SCENE

You will find several good opportunities in this lesson to solve the meaning of new Latin words through familiar related Latin words. Give the forms of **amīcōs, vīllam, fīliōs, fīliās, puerum.**

97. Flaccus et Terentia in domō urbānā (*in a city house*) hieme sed aestāte in vīllā[1] habitant. Et domus et vīlla Pūblium et Cornēliam et Secundam maximē dēlectant. Et in domō urbānā et in vīllā Flaccus multōs servōs habet. Servōs Flaccus laudat quod semper bene labōrant. Servī Flaccum maximē amant.

Procul vīllam Flaccī (*of Flaccus*) in pictūrā vidētis. Casam quoque vidētis. Galba et Lesbia, fīlia, casam habitant. Galba est servus et vīlicus Flaccī (*of Flaccus*). Galba, vīlicus, vīllam cūrat. Equōs et carrōs et porcōs et gallīnās habet Galba.

Spectāte, discipulī,[2] pictūram.

Clāra,[2] quot carrōs vidēs? "Unum carrum videō," respondet Clāra.

Puellae,[2] quot equōs vidētis? "Duōs equōs vidēmus," respondent puellae.

Mārce,[2] quot porcōs vidēs? "Trēs[3] porcōs videō," respondet Mārcus.

Puerī,[2] quot gallīnās vidētis? "Quattuor gallīnās," respondent puerī.

Cornēlī,[2] quot porcōs et equōs vidēs? "Quīnque porcōs et equōs," respondet Cornēlius.

Discipulī, quot gallīnās et equōs vidētis? "Sex gallīnās et equōs vidēmus," respondent discipulī.

Puerī et puellae, quot porcōs et gallīnās vidētis? "Septem," respondent puerī et puellae.

Quot carrī et porcī et gallīnae in pictūrā sunt? "Octō."

Quot gallīnae et porcī et equī? "Novem."

Quot carrī et equī et porcī et gallīnae? "Decem."

98. Notes

1. Wealthy Romans had estates in the country or at the seashore as well as their city homes. They kept up these places with great care and expense. Often there was not only a large house but also extensive pleasure grounds and parks, with hunting preserves and artificial lakes for the game and

fish of which the Romans were fond. Many slaves were needed to take care of the country place. The manager of the country place was called a **vīlicus**.

2. You have seen this form, **discipulī**, several times, where the pupils were addressed. In Latin the case for the name of the person spoken to is called *vocative*. The word vocative

THE VILLA OF A WEALTHY ROMAN

is derived from **vocāre**, *to call*, and hence the vocative is the "calling" case. All vocatives are the same as the nominative, except in nouns of the second declension ending in **-us** or **-ius**, which have **-e** and **-ī**, respectively, for their vocative singular endings: as, **Mārcus**, voc. sing. **Mārce**; **Cornēlius**, voc. sing. **Cornēlī**. Usually the context will tell you whether a noun is nominative or vocative.

The ending **-e** of the vocative case occurs in the well-known words "Et tu, Brute!" which Caesar is said to have

addressed to his old friend Brutus when he saw him among the conspirators.

3. You will be able to get the meaning of the numeral adjectives in this passage from the context. Observe that the numerals from **quattuor** to **decem** do not change their form to agree with their nouns as do ordinary Latin adjectives.

99. Vocabulary

New Word	Related Word	Meaning
hi'eme		*in winter*
aestā'te		*in summer*
vīl'la	villa	(Meaning?)
ha'bitō, habitā're	inhabit	*dwell, live in*
et . . . et		*both . . . and*
pro'cul, *adv.*		*at a distance, afar*
ca'sa		*hut, cottage*
vī'licus		*manager*
quot, *adj.*	quota, quotient	*how many?*
car'rus	car, cart	(Meaning?)
respon'deō, respondē're	respond	(Meaning?)
e'quus		*horse*
por'cus	pork	(Meaning?)
sunt		*are*
gallī'na		*hen*

100. Application of Latin to English

1. Explain the meaning of the italicized words:

a. The newspaper has several *correspondents* in Europe.
b. He exercised a *predominating* influence in the senate.
c. The account contained an *elaborate* description of the event.
d. The *habitat* of the animal is Siberia.
e. The museum contained an exhibition of *aquarelles.*
f. If fifteen is divided by three, the *quotient* is five.

2. How will a knowledge of the fact that **labōrāre** belongs to the first conjugation assist you to spell *laboratory* correctly?

3. *Villa*in is derived from **vīlla**, *farmhouse*, and meant originally "a farm-laborer." It was used in contrast with the nobility and gradually became a term of contempt as describing one without the instincts or manners of a gentleman. It was then applied to a low fellow in general, and *villainy* was used for low conduct of any kind. It then passed easily to its present meaning, where the bad quality has been intensified. *Villain* has now become a term of extreme condemnation.

4. *Bonbon* from **bonus** resembles *goody-goody* from Anglo-Saxon.

5. Which of the forms inclosed in parentheses is correct?

(Him, He) and (I, me) are going together.

What grammatical principle should guide you?

Drill and Review

101. What idea is expressed by the vocative case? When is the vocative not the same in form as the nominative?

102. Count in Latin from one to ten. What numerals in Latin are not changed in form to agree with their nouns?

103. Give the present stem of **habitō** and of **respondeō**, and conjugate each verb in the present active indicative.

104. Express in Latin the italicized words:

Servants, your masters have *good horses. Julia,* you recite *well. Julius,* I call, but *the boys* do not reply.

105. Insert the Latin words needed to complete the following sentences:

1. Videō (*one cart*) et (*five men*). 2. Vir (*four sons*) habet. 3. (*Seven horses*) et (*eight slaves*) labōrant. 4. Quis (*six boys and nine girls*) in viā videt? 5. Virī bonī (*reply*). 6. (*The good master*) laudāmus. 7. Ubi (*the Roman slaves*) vidēs?

106. Answer in Latin:

Quot sunt duo et trēs?
Quot sunt quīnque et quīnque?
Quot sunt duo et septem?
Quot sunt ūnus et sex?
Quot sunt duo et duo?

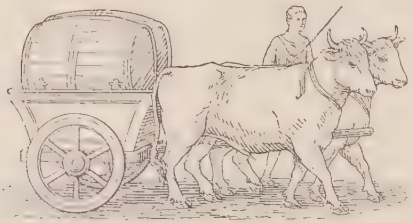
107. Express in Latin:

I have a large villa. You have a new villa. He has a good manager. We have no carts and horses. You have many carts.

108. Read and translate:

1. Servī, cūr nōn respondētis? 2. Cornēlia, ubi carrum vidēs? 3. Amīcī, vīllās magnās et pulchrās habitātis. 4. Ubi tū habitās? 5. "Amīce mī (*my*)," rogat Cornēlius, "quot equōs habēs?" 6. Jūlia, ubi est Mārcus? Eum nōn videō. 7. Vīllam habitāmus, sed casam habitātis. 8. Ego rogō; ea nōn respondet.

109. Review Word List 2, in the Appendix, page 5.



CARRUS

A FARMER PLOWING

The agricultural implements of the Romans were primitive. Note the form of the plow

LESSON 13

ANOTHER COUNTRY SCENE

You should be able to solve the meanings of the new words printed in italics in this lesson through English derivatives. Be sure that you can recognize at once **quem, mē, eum, eam, tē, quid.**

110. Magister dīcit (*speaks*):

"Discipulī, quam grātum est (*how pleasing it is*) vidēre pictūram novam! Pictūra nova casam et virum et puellam ostendit (*shows*). Quam parvam et *miseram* casam ostendit![1] Quam *dīligenter* vir labōrat!

Quis casam habitat? Quī[2] casam habitant? Fortasse *agricola* Galba et puella Lesbia casam habitant. Ego agricolam videō. Puerī, vōsne eum vidētis? Nunc, puerī, et ego et vōs agricolam vidēmus. Is arat. Bovēs (*Oxen*) eum juvant.

Nōs agricolam vidēmus,[3] sed Cornēlia et Secunda eum nōn spectant. Quem eae spectant? Quōs eae spectant? Eae Lesbiam et gallīnās spectant.

Mārce et Jūlī, mē[4] et vōs[5] agricola et bovēs[6] dēlectant, et eōs spectāmus. Sed Lesbia et gallīnae Cornēliam et Secundam dēlectant. Quot gallīnās puellae vident?

Discipulī, quis vestrum (§ 21) bovēs videt? Quī vestrum gallīnās vident? Jūlī, tū nunc rīdēs; tū bovēs nōn vidēs. Jūlia, tūne eōs spectās? Jūlī et Jūlia, amātisne bovēs *validōs* et pulchrōs?

Agricola labōrat et puella quoque labōrat. Ea gallīnās vocat. Eās amat et cūrat. Gallīnae eam nōn *timent*. Puella porcōs nōn cūrat. Porcōs nōn amat. Eōs timet. Itaque agricola porcōs cūrat. Is porcōs nōn timet. Eī puellam *terrent*. Mē porcī nōn terrent. Terrentne tē, Mārce?"

111. Notes

1. What pronoun must you supply as the subject?

2. **Quī** is nominative plural of **quis**. Learn the following plural forms of the interrogative and personal pronouns:

Plural

Nom.	**quī**, *who?*	**nōs**, *we*	**vōs**, *you*	**eī**, *they*	**eae**, *they*
Acc.	**quōs**, *whom?*	**nōs**, *us*	**vōs**, *you*	**eōs**, *them*	**eās**, *them*

The gender of *they* is shown in Latin, but not in English.

3. What are the possible forms of **nōs**? Since **agricolam** is accusative, what must be the case of **nōs**?

4. What is the case of **mē**? Is the sentence going to mean that *I* do something or that someone does something *to me*?

5. Since **et** connects **mē** and **vōs**, what is the case of **vōs**?

6. What is the case of **agricola**? How do you know that **bovēs** expresses the same idea? **Et** is used to connect words, phrases, and clauses that express the same idea.

112. The Declension of Pronouns

The full declensions of the pronouns **quis, ego, tū,** and **is** are printed in the Appendix, pages 15, 17. Locate them now.

113. Vocabulary

New Word	Related Word	Meaning
magis'ter		*master, teacher*
quam, *adv.*		*how! what a!*
mi'ser, mi'sera	miserable	(Meaning?)
dīligen'ter, *adv.*	diligent	(Meaning?)
agri'cola	agriculture	*farmer*
a'rō, arā're		*plow*
va'lidus, va'lida	valid	*strong, sturdy*
ti'meō, timē're	timid	(Meaning?)
i'taque, *conj.*		*and so, therefore*
ter'reō, terrē're	terror	*frighten, scare*

114. Application of Latin to English

1. Explain the meaning of the italicized words:

a. In this rocky country there is little *arable* land.
b. The lawyer tried to *intimidate* the witness.
c. He was not *deterred* by the danger.
d. We *commiserated* him in his misfortune.
e. Failure to take precautions *invalidated* his claim for damages.

2. How does a knowledge of the fact that **laudō** belongs to the first conjugation assist you to spell *laudable* correctly?

3. **Ūnus**, *one*, appears in many English words. Explain *un*it, *un*ity, *un*ion, *un*ite, re*un*ite, *un*iform, and re*un*ion. A soldier's *un*iform is so called because it is one and the same for all in the same service. A *un*icorn is a mythical animal having one horn. A *un*ique collection is the only one of its kind. The *un*iverse refers to all things as constituting one system. A *un*iversity was so called because all the higher branches were included in one institution. To *un*ify is to make one. A *Un*itarian is one who does not believe in the Trinity, but believes that God exists only in one person. A *un*animous agreement is made with one accord. *Onion* is the same word as *union*.

4. The close resemblance between English *me* and Latin **mē**, and between English *thee* and Latin **tē**, is accounted for by the fact that Latin and English are descended from a common parent language.

5. What is the difference in the use of *who* in the following sentences?

Who in the class sees this?
Who in the class see this?

Drill and Review

115. What are the nominative and accusative plural of **agricola**? Express in Latin *to plow*, *to fear*, and *to frighten*.

116. When is a personal pronoun expressed as the subject? What is the difference between **Eī timent** and **Eae timent**?

117. Express in Latin the italicized words:

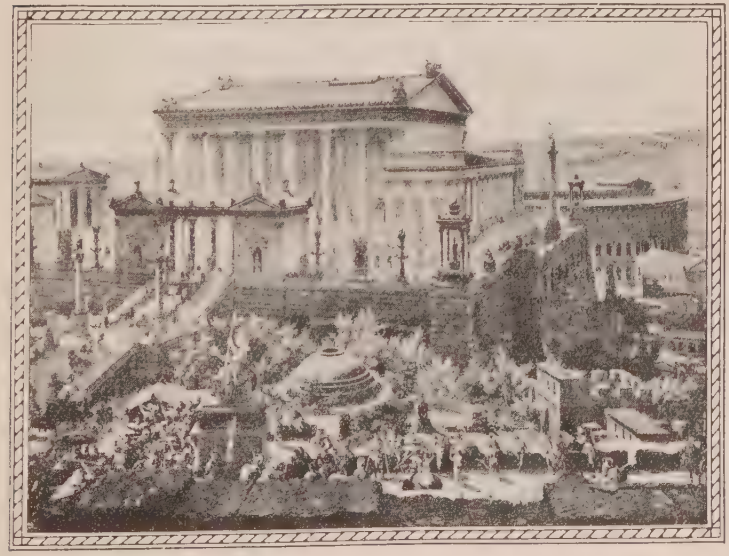
1. I see *them* (the boys). 2. I see *them* (the girls). 3. *Who* frightens? 4. *Who* frighten? 5. We fear *you* (plur.), but *you* do not fear *us*. 6. I praise *her* and *him*. 7. *Whom* do you see? 8. *What* do you see? 9. *She* works. 10. *What a strong man* is plowing! 11. *What a strong horse* he has!

118. Answer in Latin:

1. Quem in pictūrā vidēs?
2. Quid in pictūrā vidētis?
3. Quis bovēs validōs habet?
4. Quem porcī terrent?
5. Quem porcī nōn terrent?

119. Read each sentence in Latin and then either translate it or state what the italicized word tells:

1. Ego *mē* laudō. 2. *Tū* tē laudās. 3. *Eum* vidēmus. 4. Quis eās terret? 5. Quōs laudātis? 6. Eōs timeō, et eī nōs timent. 7. Cūr eum laudās? 8. Quem laudātis? 9. *Vōs* nōn terrēmus. 10. Eae *dīligenter* arant. 11. Quī arant? 12. Nōs arāmus, sed vōs sedētis. 13. Itaque magister *nōs* laudat. 14. Vir servam *miseram* vocat.



THE TEMPLE OF JUPITER

LESSON 14

OFF TO SCHOOL

Group together words that form one thought group. What is the form of **eōs, virum, mātrōnae, linguam, mē, tū, puerī, quī, eās**?

120. In hāc pictūrā viam Rōmānam vidēmus. Puer et vir ambulant. Vidētisne eōs? Spectāte puerum. Est Pūblius,[1] fīlius Flaccī et Terentiae (*of Flaccus and Terentia*). Spectāte virum. Is est Glaucus, servus et paedagōgus.[2]

Pūblius et Glaucus celeriter ambulant. Quō properant? Nunc ad lūdum [3] (*to school*) properant. Lūdus est locus ubi puerī Rōmānī recitant. Puellās Rōmānae mātrōnae domī (*at home*) docent, sed [4] puerōs [5] mātrōnae Rōmānae nōn docent.[6] Itaque [7] Pūblius cotīdiē ad lūdum properat.

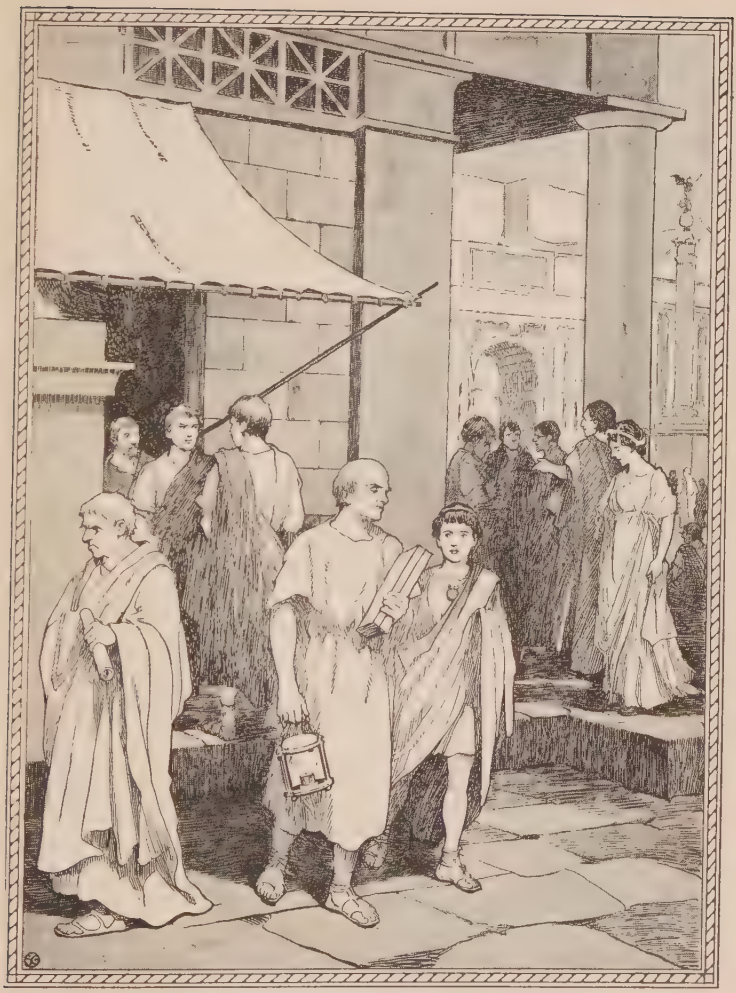
Glaucus, paedagōgus, librōs [8] et tabellās [9] portat. Lanternam quoque habet; nam puerī Rōmānī lūdum ante aurōram [10] (*before dawn*) saepe intrant.

Pūblius arithmēticam et linguam et historiam recitat. Nōnne [11] puer Rōmānus linguam Latīnam bene recitāre dēbet?

121. Notes

1. **Est Pūblius.** *'Tis Publius* or *He is Publius.*

2. The **paedagōgus** (our word *pedagogue* comes from this word) was an elderly and trustworthy slave, who was a constant companion of the young son of a Roman family, and



A ROMAN BOY ON HIS WAY TO SCHOOL

kept him out of all harm, moral as well as physical. He went with the boy to school in the morning, remained at school during the session, and escorted him home.

3. The Roman school was often held in what the Romans called a **pergula**. This was a lean-to near some public building. The pupils were exposed to all the distractions of the city life around them. Each school had only a few boys. It was conducted as a private affair, the pupils paying the teacher a fee. The Romans had no public-school system.

READING A ROMAN BOOK

4. What is the meaning of **sed**? This meaning shows that the rest of the sentence will express something contrary to what has gone before.

5. What is the case of **puerōs**? What idea does this case express? Is this part of the sentence going to mean that the boys do something or that one does something to the boys?

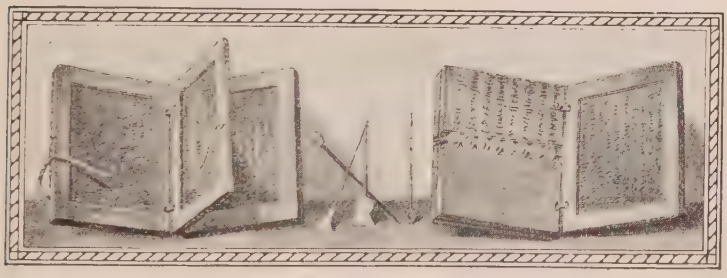
6. What auxiliary verb must be used in translating **nōn docent**?

7. What is the meaning of **itaque**? This meaning shows that the sentence will tell the result of the fact that Roman mothers do not teach the boys. What would be a natural result?

8. A Roman book was unlike ours. Its pages were not bound together, but were glued at the sides, thus making a long and unwieldy strip, which was kept tightly rolled when not in use. A reader took the roll in both hands, unrolling column after column with the right hand, and rolling up with his left hand the part that he had read.

9. The **tabella** was of wood and was shaped like an old-fashioned slate, with a raised edge about a waxed surface. The writing on the wax was done with a pointed instrument called a **stilus**.

10. Because of the heat in the middle of the day the Roman school began before sunrise. In the middle of the day the pupils took a nap, after which there was another session.



TABLETS AND STILI

11. When **nōn** is used in a question that is asked by the enclitic **-ne**, it is put first in the sentence with **-ne** attached to it, as here. A question started by **nōnne** expects the answer "Yes." So we translate, *Ought not a Roman boy* etc.

122. Vocabulary

NEW WORD	RELATED WORD	MEANING
paedagō'gus	pedagogue	*boy's attendant*
cele'riter, *adv.*	accelerator	*swiftly, quickly*
quō, *adv.*		*whither?*
lū'dus		*school, game*
lo'cus	location	(Meaning?)
cotī'diē, *adv.*		*daily*
li'ber	library	(Meaning?)
tabel'la	*tabula*	*tablet*

New Word	Related Word	Meaning
lanter'na	lantern	(Meaning?)
sae'pe, *adv.*		*often*
in'trō, intrā're	introduction	*enter*
histo'ria	history	(Meaning?)
dē'beō, dēbē're	debt	*ought, owe, be obliged to*

123. Application of Latin to English

1. Explain the meaning of the italicized words:

a. The dismissal bell was obeyed with great *celerity*.
b. The child *dislocated* his shoulder.
c. The church expects to pay off its *indebtedness* this year.
d. Applicants were required to take a course in *pedagogy*.

2. What is the meaning of the name of the famous novel about the days of Nero, "Quo Vadis?"

3. How is the silent *b* in *debt* explained?

4. **Locus**, *place*, has numerous English descendants. A *loc*al anæsthetic is one applied to the place where an incision is to be made. To *loc*ate is to put in a certain place. A *loc*alism is a form of speech characteristic of a particular place. To *loc*alize an epidemic is to confine it to a particular place. *Loc*omotion is moving from place to place: a *loc*omotive (engine) is one that moves from place to place in distinction from the stationary engine. In the phrase "in lieu of" *lieu* is the French form of **locus**, and the phrase means "in place of." A *lieu*tenant is one who takes the place of his superior officer in his absence. To al*loc*ate property to someone is to place it in his hands. To col*loc*ate facts is to place them together (*con*) for comparison. A *couch* (from **con** + **locāre**) is an object upon which one places oneself altogether, that is, in a heap. To dis*loc*ate is to throw out of place. A *loc*ule in biology is a small place, or cell.

Drill and Review

124. Give the nominative and accusative, singular and plural, of **lūdus, liber,** and **lanterna.**

125. Inflect **intrō** and **dēbeō** in the present active.

126. Answer in Latin:

1. Quōs in pictūrā vidētis?
2. Quī in viā ambulant?
3. Quis est Glaucus?
4. Quō Pūblius et Glaucus properant?
5. Quis est Pūblius?
6. Cūr Glaucus lanternam portat?
7. Quid est lūdus Rōmānus?

127. Complete the unfinished words:

1. Quis puellās Rōmān— doce—?
2. Quis puer— Rōmān— cūrat?
3. Habetne vir fīli— nūll—?
4. Quī lingu— Latīn— bene recitāre dēbe—?

128. Insert the needed Latin words:

1. Servus (*five new books*) portat. 2. Librī (*him and her and me*) dēlectant. 3. (*Boys*), ubi est lūdus? 4. Pictūrae (*are*) novae. 5. Servī (*to work every day*) dēbent. 6. (*Good boys*) magistrum nōn timent.

129. Read each sentence in Latin and either translate it or state what the italicized word tells:

1. Labōrātisne cotīdiē? 2. Nōnne labōrātis? 3. Nōnne labōrāre dēbētis? 4. Quis celeriter properāre nōn dēbet? 5. Ego *properāre* dēbeō. 6. Servus bonus *aquam* portāre dēbet. 7. *Hodiē* recitāre dēbēmus. 8. *Novum* librum habeō. 9. *Vōs* librōs novōs nōn habētis. 10. Librī multī *eōs* dēlectant. 11. Quī lūdum cotīdiē intrāre dēbent? 12. Puerī et puellae, bene recitāre semper dēbētis.

A ROMAN SCHOOL

Observe the dress of the boys, the benches on which they are seated, the chair of the teacher, and the round chest at his right in which the books were kept

LESSON 15

IN A ROMAN SCHOOL

You should be able to take in the thought of a considerable part of the following exercise by reading the Latin. When you can do this even with simple sentences, you are getting the power to read Latin. Give the form of **puerī, quōs, stilum, īnsula, vōs, magistrum.**

130. In pictūrā est[1] lūdus Rōmānus. Magistrum et quīnque puerōs vidētis. Magister est Orbilius,[2] vir sevērus. Pūblius,[3] Sextus, Quīntus, Titus, Mārcus sunt puerī.

Magister ferulam habet. Puerī Orbilium timent; nam magister sevērus est et ferulam habet.

ORBILIUS. Discipulī, sum parātus. Pūblī, esne parātus? Habēsne stilum tuum [4]?

PŪBLIUS. Sum parātus. Stilum habeō.

ORBILIUS. Quīnte et Sexte, cūr vōs parātī nōn estis? Ubi sunt tabellae vestrae [4]?

QUĪNTUS. Magister, sumus parātī. Tabellās habēmus.

ORBILIUS. Tandem ego et vōs parātī sumus. Mārce, quid est Britannia?

MĀRCUS. Britannia est īnsula magna.

ORBILIUS. Certē.[5] Tite, quid est Germānia?

TITUS. Germānia est [6] terra barbara. Germānī (*The Germans*) saepe pugnant.

ORBILIUS. Ita vērō. Sed Italia et Graecia nōn sunt barbarae. Italiam et Graeciam amāre et probāre dēbēmus.

131. Notes

1. **The Present Indicative of *Sum*.** Est is a form of the present indicative of the irregular verb esse, *to be*. The inflection of this tense follows:

Singular	*Plural*
1. sum, *I am*	sumus, *we are*
2. es, *you are*	estis, *you are*
3. est, *he, she, it is*	sunt, *they are*

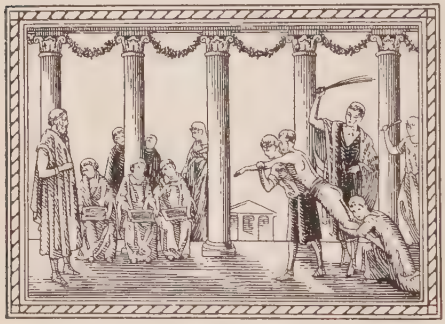
2. **Orbilius** tells who the teacher is. A noun or an adjective so used, and connected with the subject by some form of the verb *to be*, is called a *predicate noun* or *predicate adjective*. A predicate noun or adjective is regularly in the nominative case, since it must agree with the noun it explains.

If a noun is in the nominative case, it is, therefore, either subject of a verb or a predicate noun with a form of sum.

3. Not more than fifteen or twenty first names (*praenomina*) were in use among the Romans. The five names mentioned here were among the most common.

4. **Tuus, tua,** *your*, is a possessive adjective referring to one person; **vester, vestra,** *your*, is a possessive adjective referring to more than one person. Since they are adjectives, what will be true of them?

5. There are no words in Latin meaning exactly *yes* or *no*. Affirmative answers are given by repeating the verb, or by saying **ita,** *so*; **certē,** *certainly*; **vērō,** *truly*. Negative answers are given by repeating the verb with **nōn,** or by saying **nōn** or **minimē.**



PUNISHING A ROMAN SCHOOLBOY

6. You have learned that the subject of a verb in the active voice tells who does something, and that there is frequently present in the same sentence a direct object in the accusative case, telling to whom the subject does something. But the verb *to be* does not really possess voice, since the subject is neither acting nor acted upon. The subject of the verb *to be* tells who is something, and is frequently followed by a predicate noun or adjective in the nominative case, telling who or what the subject is.

132. Vocabulary

New Word	Related Word	Meaning
sevē′rus, sevē′ra, *adj.*	severe	(Meaning?)
fe′rula		*rod, whip*
parā′tus, parā′ta, *adj.*	prepared	(Meaning?)

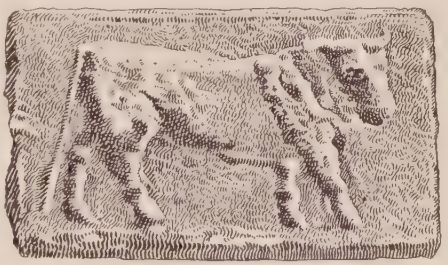
New Word	Related Word	Meaning
sti'lus	stilus	(Meaning?)
tu'us, tu'a, *adj.*	*tū*	*your*
ves'ter, ves'tra, *adj.*	*vōs*	*your*
tan'dem, *adv.*		*at last, finally*
pug'nō, pugnā're	pugnacious	(Meaning?)
pro'bō, probā're	approbation	*approve, approve of, prove*

133. Application of Latin to English

1. Explain the meaning of the italicized words:

a. The idea was thoroughly *repugnant* to him.
b. The treaty required the enemy to make *reparations*.
c. The story is *improbable* on the face of it.
d. He solemnly *asseverated* his innocence.
e. Certain *prerogatives* made the office a very desirable one.

2. *Tandem* in "a tandem bicycle" or "to ride tandem" was originally a joke sprung by someone who applied it to two horses harnessed "at length" instead of side by side.



EARLY ROMAN MONEY

In very early times the Romans paid their debts with cattle. Later, when it became impossible to pay in this way, they paid with blocks of copper, each cast with the figure of an ox on it to indicate its value. Thus **pecus**, the Latin word for "cattle," gave to the Romans their word **pecūnia**, *money*, and to us our word *pecuniary*

3. *Pecuniary* has had an interesting history, which throws light upon one of the early periods in the development of civilized man. **Pecūnia** meant "money," and our word *pecuniary* accordingly means "pertaining to money," or "financial." But originally it meant "cattle," then "property in cattle," and has come down to

us from an age antedating the coinage of money, when men reckoned their wealth by their flocks and herds.

4. Observe that English *am* and Latin **sum** both end in *m*. In the parent language from which Latin and English are descended the personal ending of the first person singular contained an *-m*.

Drill and Review

134. Inflect **pugnō, probō,** and **sum** in the present tense.

135. In what case is an appositive? In what case is a predicate noun?

136. Inflect in Latin:

I am a man, you are a man, he is a man, etc.
I have a friend, you have a friend, etc.
I am ready, etc.

137. Express in Latin the following direct objects of *I see*:

carts, a new horse, the master, the farmers, ten women, five hens, the island, a teacher, the little girl, good boys, strong men.

138. Express in Latin the italicized words:

1. I am *a pupil* and you are *a teacher*. 2. You are *ready*. 3. We are *ready*. 4. They are *good servants*. 5. Who *are fighting*? 6. Who *is fighting*? 7. He has *a horse*. 8. The horse is *white*. 9. The white horse is *new*. 10. He likes *a white horse* 11. I approve of Orbilius, *your teacher*.

139. Proceed as in previous exercises:

1. *Agricola* sum. 2. *Vester* amīcus sum. 3. *Tū* es parāta, sed *nōs* nōn sumus parātae. 4. Nunc estis *amīcī*. 5. *Agricolae* nōn pugnant, sed arant. 6. Tandem *puerī* sunt parātī. 7. *Viam* mōnstrāre dēbētis. 8. Fēminae fābulās *tuās* maximē laudant. 9. Mārce, fābulam *nārrāre* dēbēs. 10. Mārcus, amīcus vester, est *validus*.

BOYS AT WORK IN SCHOOL

Sometimes a school was held privately in the peristyle of a Roman house. The teacher might be either an educated Greek or a freedman

LESSON 16

A HALF HOLIDAY

Give the form of **amīcī, togās, lūdum, nōs, puerōs, liber, is, es.**

140. Cotīdiē Pūblius et amīcī ad lūdum ante aurōram [1] properant. Per viās [1] celeriter ambulant et lūdum intrant. Nōn saepe puerī sunt tardī; nam [2] īram magnam sevērī magistrī (*of the stern teacher*) timent.

Circum Orbilium sedent quīnque puerī. Spectāte puerōs. Tabellās habent. Bullās et togās et calceōs [3] gerunt (*they wear*). Quam dīligenter labōrant! Fortasse magister eōs saepe laudat, quod dīligenter labōrant.

Magister, Orbilius, prope puerōs sedet. Librum habet. Fortasse liber [4] est novus et magistrum dēlectat.

Tandem Orbilius: "Bonī discipulī estis, et dīligentiam vestram laudō. Cotīdiē sententiam [5] habēmus. Hodiē nostra sententia est 'Labor omnia vincit.' Bene labōrātis, sed diūtius labōrāre nōn dēbētis. Jam quīnta hōra [6] est. Hodiē erunt fēriae (*Today shall be a holiday*). Abīte domum (*Go home*). Valēte,[7] puerī."

"Tū quoque valē," clāmant puerī.

141. Notes

1. **The Accusative Case with Prepositions.** In English the objective case is used with prepositions: as, *to him* and *around them*. In Latin the accusative case is similarly used with certain prepositions: as, **ad lūdum**, *to school*; **ante aurōram**, *before dawn*; **per viās**, *through the streets*.

A noun in the accusative case may therefore be the direct object of a verb, or it may be governed by a preposition.

2. **Nam**, *for*, at once shows you that the clause is going to explain why boys are not often late. If you will consider for a moment the meaning of an introductory conjunction, you will be more likely to grasp the thought of the sentence correctly.

3. The **calceus** was the regular outdoor shoe of the Romans. It covered the upper part of the foot and was fastened with laces or straps. The Romans did not consider it good form to wear a toga without the **calceī**. The type of the **calceus** indicated the rank of the wearer.

4. What is the case of **liber**? Note that **liber** is first the subject of **est**, a verb of no voice. By what is this use of the subject often followed? What, then, is **novus**? Note that **liber** is also subject of **dēlectat**, a verb in the active voice. What is the case and use of **magistrum**?

5. Learning mottoes was a part of school training.

6. The Roman day was divided into twelve hours. As each hour was one twelfth of the time from sunrise to sunset, the time and length of the hour varied with the season. The fifth hour would be about eleven o'clock.

7. **Valē** and **valēte** are the singular and plural imperative of **valeō**. They were customary terms of farewell. The

ROMAN SHOES

singular imperative of a verb is the same as the present stem of that verb; the plural imperative is formed by adding **-te** to the present stem. You now understand the form **spectāte**, which you have met several times.

142. Vocabulary

New Word	Related Word	Meaning
ad, *prep. with acc.*		*to, toward*
an'te, *prep. with acc.*	*ante bellum*	(Meaning?)
per, *prep. with acc.*	*per annum*	*through*
tar'dus, tar'da, *adj.*	tardy	(Meaning?)
ī'ra	ire	(Meaning?)
cir'cum, *prep. with acc.*	circumnavigate	(Meaning?)
cal'ceus		*shoe*
pro'pe, *prep. with acc.*		*near*
dīligen'tia	*dīligenter*, diligence	(Meaning?)
nos'ter, nos'tra, *adj.*		*our*
senten'tia	sentence	*motto, opinion*
diū'tius		*longer*
jam, *adv.*		*now, already*

New Word	Related Word	Meaning
quīn'tus, quīn'ta, *adj.*	quintet	*fifth*
hō'ra	hour	(Meaning?)
va'lē, valē'te		*good-by, farewell*

143. Application of Latin to English

1. Explain the meaning of the italicized words:

a. The attorney sought to *impugn* the veracity of the witness.
b. He was afraid to confront his *irascible* old uncle.
c. Progress was *retarded* by many obstacles.
d. His speech was filled with pithy and *sententious* sayings.

2. ***Calc*eus**, *shoe*, is derived from **calx**, *heel*, and was so named because it covered the heel and instep, leaving the toes exposed. From **calx** comes an interesting derivative, *recalcitrant*. When we say that a boy is "recalcitrant," we mean that he is insubordinate. It meant originally one who "kicks back his heels." In English also "to object" is "to kick."

3. ***Carr*us**, *wagon*, has had a most eventful history in English. It appears directly in the shortened form *car* and in the longer form *chariot*, a two-wheeled wagon. A *car*go was originally a wagonload, then any load, and finally a shipload, from which all trace of the original meaning has vanished. To *carry* meant originally to transport by wagon. Now it means to transport in any way, even by hand. *Car*riage meant originally what is carried about. Now it means a vehicle for carrying. It also means the manner of "carrying oneself," as in "The general walked with dignified carriage."

Drill and Review

144. What are the two uses of the nominative case? of the accusative? What five prepositions govern the accusative?

145. Should you use **valē** or **valēte** if you were bidding *friends* good-by? if you were bidding *Cornelia* good-by?

146. Conjugate **clāmō** and **sedeō** in the present active.

147. Insert the needed Latin words:

1. Estne Mārcus, (*the fifth boy*), fīlius tuus?
2. Virī, (*your opinion*) probāmus.
3. Cūr (*in front of the teacher*) stās?
4. Puellae, (*your diligence*) laudō.
5. (*Whom*) prope eum vidēs?
6. (*Quickly*) properant quod (*late*) sunt.

148. Express in Latin the italicized words:

1. A servant is sitting *near the cottage*. 2. We are *in front of the villa*. 3. Boys and girls walk *through the streets*. 4. They sail *around the island*. 5. Men are walking *toward us*, but we do not dread *them*.

149. Read each sentence in Latin and either translate it or state what the italicized word tells:

1. Circum nōs virōs et *fēminās* vidēmus. 2. Nōn diūtius ante tē *servus* ambulat. 3. Ad *mē* agricola properat. 4. Prope eam *puellās* videō. 5. Magister *vester* puerōs vocat. 6. *Quīnta* hōra est. Cornēlia, es tarda. 7. Per Italiam ad *Germāniam* properāmus. 8. Valēte, amīcī. Ad lūdum properāre dēbeō. 9. Quem ad vōs vocātis? 10. Mārce, tua dīligentia *magistrum* nostrum dēlectat. 11. Puerī, tardī estis. Ad lūdum properāre dēbētis.

LESSON 17

A ROMAN SOLDIER

Give the form (all possibilities) of **nōs, vōs, eōs, galeam, eam, puerum, puellae, quis, galea, puella.**

150. Bellum[1] nōs nōn dēlectat.[2] Nōs bellum[3] magnopere timēmus.[4] Bella nōs semper terrent. Sed Rōmānī (*the Romans*) antīquī[5] bella amant. Neque vir Rōmānus neque puer Rōmānus bellum timet.[6] Proelia et perīcula eōs nōn terrent. Nōs bella longa nōn amāmus. Puerī et puellae, amātisne proelia et perīcula?

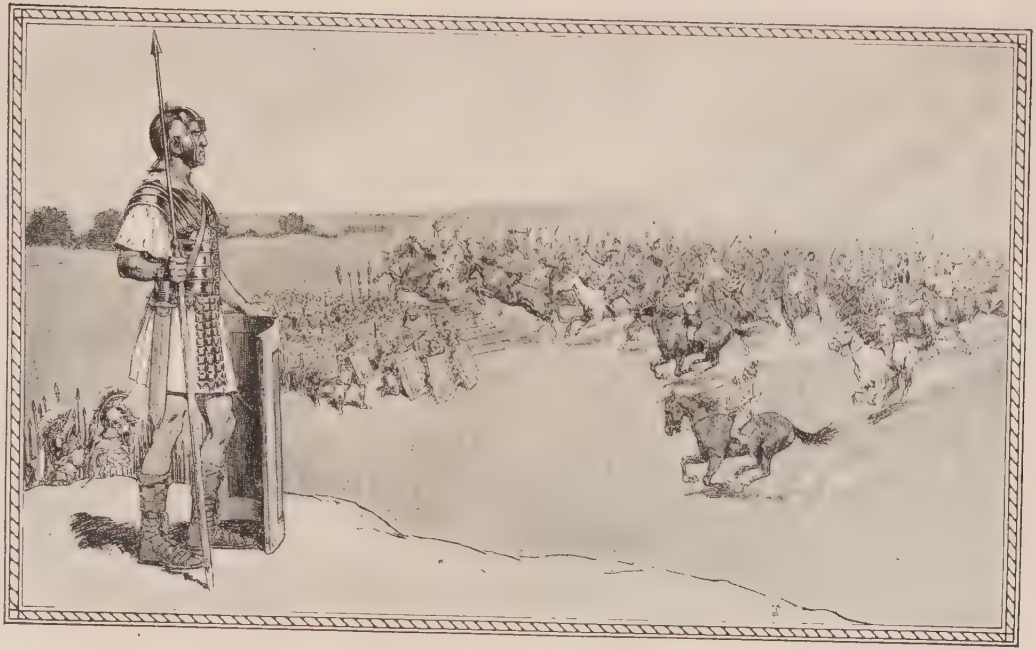
Flaccus Lūcium, fīlium, saepe laudat quod nūllum perīculum eum terret. Puerī, quis vōs laudat quod vōs perīculum nōn terret?

Galea et gladius et scūtum et pīlum sunt arma Rōmāna.[7] In pictūrā virum vidētis. Mīles est (*He is a soldier*). Galeam et gladium et pīlum et scūtum habet. Vidētisne galeam? Estne gladius Rōmānus longus? Estne pīlum longum? Quot pīla portat vir? Quot scūta habet vir?

151. **Notes**

1. **Bellum**, *war*, is a neuter noun of the second declension. Neuter nouns of the second declension end in **-um**. The nominative and accusative cases are alike.

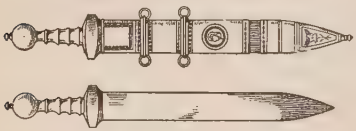
	Singular	*Plural*
Nom.	**bellum**	**bella**
Acc.	**bellum**	**bella**



A ROMAN SOLDIER

These endings are found in Latin neuter nouns occurring in English: as, *memorandum, memoranda*; *datum, data.*

You now know that if a noun ends in **-um** it may be either accusative singular (of a masculine noun) or nominative or accusative singular (of a neuter noun); and that if a noun ends in **-a** it is either nominative singular (of a noun of the first declension) or nominative or accusative plural (of a neuter noun of the second declension). Give all possibilities of **-um** and **-a.**



ROMAN SWORD, SHEATHED AND UNSHEATHED

2. What are the possible cases of **bellum**? What are the possible cases of **nōs**? Note that you cannot tell which is subject (nominative) and which is direct object (accusative) until you come to the verb. How would the form of **dēlectat** settle the problem, if the meaning did not?

3. What are the two possible cases of both **nōs** and **bellum**?

4. How do the meaning and form of **timēmus** settle the cases of **nōs** and **bellum**?

5. What noun does **antīquī** modify? How do you know?

6. Why is **timet** in the singular number?

A DRAWING BY A ROMAN SOLDIER

A soldier drew on the wall of barracks in Pompeii this caricature of one of his officers

7. As defensive armor the Roman soldier had a helmet and coat of leather reënforced by metal. Often the helmet was made of iron. His weapons of offense were the sword and javelin. The sword was about two feet long and hung on a belt, which passed over the left shoulder. The javelin, a lance about six feet long, was hurled with great effect before the soldier engaged the enemy in a hand-to-hand combat with his sword. The Roman shield was about four feet long and two feet wide, and was usually made of wood.

152. Gender in Latin and English

In English a noun denoting a male is in the masculine gender: as, *man, boy*; a noun denoting a female is in the feminine gender: as, *woman, girl*; and a noun denoting a sexless object is in the neuter gender: as, *war, battle.* English nouns are said to be of *natural* gender.

Latin nouns, on the other hand, have *grammatical* gender. Their gender is determined very largely by the ending, rather than by the meaning of the word. Thus, nouns of the first declension, which end in **-a**, are feminine: as, **fēmina, puella, dīligentia**; nouns of the second declension ending in **-us, -ius, -ir**, and **-er** are masculine: as, **amīcus, locus, fīlius, vir, puer**; and nouns of the second declension ending in **-um** and **-ium**, of which you have examples in this lesson, are neuter: as, **bellum, proelium**. Hereafter the gender of a noun will be indicated in the vocabularies by the letters *m., f., n.*

153. The Declension of Adjectives

Since an adjective agrees with the noun it modifies in gender, number, and case, each adjective must have a masculine, feminine, and neuter form: as, **bon*us* fīlius, bon*a* puella, bon*um* scūtum.** See the Appendix, page 12.

The masculine, **bonus**, is declined like **servus**; the feminine, **bona**, like **puella**; and the neuter, **bonum**, like **bellum**.

Hereafter the nominative of the three genders of a Latin adjective will be given in the vocabularies.

154. Vocabulary

New Word	Related Word	Meaning
bel'lum, *n.*	belligerent, *ante bellum*	*war*
magno'pere, *adv.*	*magnus*	(Meaning?)
ne'que . . . ne'que		*neither . . . nor*
proe'lium, *n.*		*battle*

New Word	Related Word	Meaning
perī′culum, *n.*	perilous	(Meaning?)
ga′lea, *f.*		*helmet*
gla′dius, *m.*	gladiator	*sword*
scū′tum, *n.*		*shield*
pī′lum, *n.*		*javelin*
ar′ma, *n. plur.*	arms	(Meaning?)

155. Application of Latin to English

1. Explain the meaning of the italicized words:

a. The eleventh of November is celebrated as *Armistice* Day.
b. He assumed a very unfriendly and *bellicose* attitude.
c. There is no blot on his *escutcheon.*
d. Actual experience is a great *desideratum* in this enterprise.
e. The school encourages the *acceleration* of superior pupils.

2. The *glad*iolus is so called because of its *sword*like leaves. A *glad*iator is one who (*-tor*) fights with a *sword.*

3. Many of the Latin prepositions appear as prefixes in English. Show the force of the prefix in the following words:

ad: *ad*vent, *ad*here, *ad*jective, *ad*verb
ante: *ante*room, *ante*cedent, *ante*date
per: *per*ennial, *per*forate, *per*colate
circum: *circum*navigate, *circum*ference, *circum*stance

Do not confuse the Latin prefix **ante**, meaning *before*, with the Greek prefix **anti**, meaning *against*. *Ante*prohibition days are the days *before* prohibition; an *anti*prohibitionist is one who is *against* prohibition.

4. Observe that *belligerent, rebellion, bellicose,* and *rebel* are all spelled with two *ll's* except *rebel.* Form a simple rule which will assist you to spell the derivatives of **bellum.**

5. Which of the forms inclosed in parentheses is correct?

Neither John (nor, or) his brother (was, were) there.

Drill and Review

156. How is the gender of Latin nouns largely determined? What nouns of the second declension are masculine? What nouns are neuter?

157. In what three respects does a Latin adjective agree with its noun? In what respect does a Latin appositive agree with its noun?

158. Write the nominative and accusative, singular and plural, of the three genders of **lātus, magnus,** and **clārus.** Arrange your work after the plan followed in the Appendix, on page 12, in the model adjective **bonus, bona, bonum.**

159. Express the italicized words in Latin:

1. *A new danger* frightens *us*. 2. I see *the tardy boy*. 3. *The new servant* works well. 4. They have *long javelins*. 5. *Large shields* protect the men. 6. They fear *many battles*. 7. *No girls* are in the villa. 8. I see *no girls*.

160. In the first declension a few nouns are masculine: as, **agricola,** *farmer*; **nauta,** *sailor*; **poēta,** *poet*. Is "a good farmer" **agricola bonus** or **agricola bona** in Latin?

161. Express in Latin:

He is a famous poet. You are sturdy sailors. Our farmers are plowing.

162. Read each sentence in Latin and either translate it or state what the italicized word tells:

1. Neque bella longa neque perīcula magna *puerōs* Rōmānōs terrent. 2. Quis pīla portat? 3. Quō gladiōs et pīla portātis? 4. Valēte, puerī. Nōn diūtius labōrō. 5. Quem perīculum nōn terret? 6. Poēta *clārus* fābulam nārrat. 7. Labōrāre, nōn pugnāre dēbētis. 8. Agricolae *Rōmānī* saepe sunt miserī. 9. Circum tē amīcōs *tuōs* videō.

163. Review Word List 3, in the Appendix, page 5.

LESSON 18

A ROMAN TEMPLE *

Give the form (all possibilities) of **bella, agricola, arma, longa, ea, agricolam, virum, scūtum, gladium, proelium, fīlium.**

164. Templum est locus ubi Rōmānī [1] (*the Romans*) deōs et deās adōrant. Saepe est [2] magnum aedificium.

In pictūrā est templum magnum et pulchrum. Est templum Jūnōnis [3] (*of Juno*). Hīc (*Here*) Rōmānī [4] Jūnōnem, maximam deam, adōrant. Multae sunt deae Rōmānae, sed Jūnō maxima est.

Spectāte pictūram. Vidēte columnās. Sex columnae altae et pulchrae templum splendidum ōrnant. In templō est statua. Quis statuam nōn videt? Statuam Jūnōnis spectātis. Quam alta est statua! Quam pulchrae sunt columnae!

Ante templum est āra. Prope āram vir sacrificium parat. "O Jūnō," clāmat vir, "nōs Rōmānī tē adōrāmus. Spectā nōs. Nam dōnum portāmus."

Ad [5] templum multī virī properant. Fortasse dōna portant, quod dōna deam dēlectant. Sacrificium quoque deam dēlectat.

Procul vidētis Rōmam. Nōnne vidētis aedificia et viās et alia (*other*) templa?

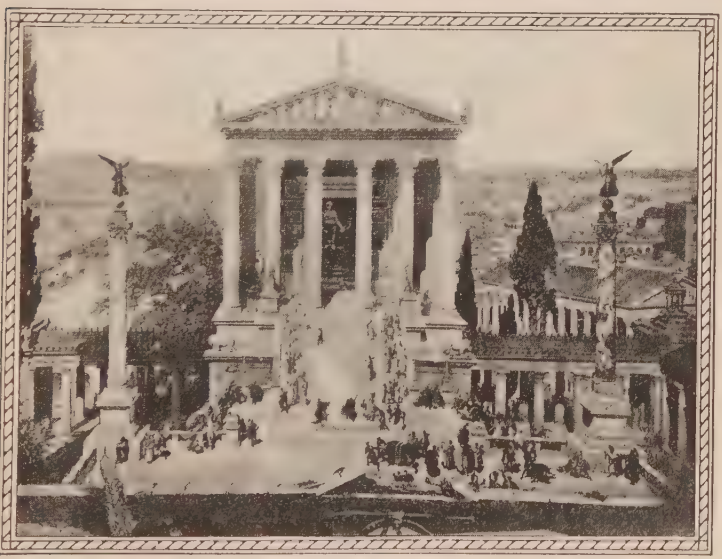
* A description of some Roman temples will be found in the following books:
BANKS. The Seven Wonders of the Ancient World, pp. 101–125.
LOVELL. Stories in Stone from the Roman Forum, pp. 67–82, 141–226.

165. Notes

1. In English we often use adjectives as nouns: as, *the brave, the good*. Latin adjectives are similarly used. Here the masculine plural of the adjective **Rōmānus** is used as a noun.

2. What pronoun must you supply as subject?

3. Juno, the most queenly of the goddesses, was the wife of Jupiter. She was regarded as a type of womanly virtues



A TEMPLE OF JUNO

This is a reconstruction of the temple of Juno Moneta at Rome. Here was located the mint of Rome, and from the name **Moneta** our word *money* comes

and dignity, and was especially worshiped as a guardian of women. There was a splendid temple in her honor at Rome.

4. What part of speech is **Rōmānī**? How is it used?

5. When you see the preposition **ad** followed by a noun referring to a place, you may be sure that the verb is going to express *motion toward* that place.

166. Vocabulary

New Word	Related Word	Meaning
tem′plum, *n.*	temple	(Meaning?)
de′us, *m.*	deify	*god*
de′a, *f.*	*deus*	(Meaning?)
adō′rō, adōrā′re	adore	*worship*
aedifi′cium, *n.*	edifice	(Meaning?)
ma′ximus, -a, -um	maximum	*greatest, largest, very large*
colum′na, *f.*	column	(Meaning?)
al′tus, -a, -um	altitude	*high, tall*
splen′didus, -a, -um	splendid	(Meaning?)
ōr′nō, ōrnā′re	adorn	(Meaning?)
ā′ra, *f.*		*altar*
sacrifi′cium, *n.*	sacrifice	*offering*
pa′rō, parā′re	prepare, *parātus*	(Meaning?)
dō′num, *n.*	donate	*gift*

167. Application of Latin to English

1. Explain the meaning of the italicized words:

a. He has an ***exalted*** opinion of himself.
b. An attempt had been made to *suborn* the witness.
c. The emperor Augustus was *deified* by the Romans.
d. The *donor* of the prize preferred to remain anonymous.
e. This *maxim* he followed throughout his life.

2. *Janitor*, from **jānua**, *door*, means literally "doorkeeper."

3. **Parāre**, *to prepare, to make ready*, has many English derivatives. To re*pair* a house is to make it ready again. The re*para*tions paid by Germany are to make good the injuries done in the war. Irre*para*ble injuries are those which cannot be made good again. To *pare* an apple is to make it ready in a very special sense. To se*para*te is to make ready apart, and, hence, to divide. An ap*para*tus is something made ready. In

A ROMAN SACRIFICE

Italian the Latin verb **parāre** developed a special meaning of guarding, warding off. From this use comes *para*sol, something that wards off the sun. A *para*chute is an apparatus for warding off a fall.

4. How will a knowledge of the derivation of *separate* assist you to avoid a common mistake in spelling it?

Drill and Review

168. Conjugate **adōrō** and **parō** in the present active.

169. Express the italicized words in Latin:

1. *She is preparing* food. 2. *What* does *he* prepare? 3. We prepare *gifts*. 4. They adore *both the gods and the goddesses*. 5. *The new buildings* are very large. 6. I see *your gift*. 7. *Our gifts* are many.

170. Answer in Latin: *

1. Quid Rōmānī ad templum portant?
2. Quid ante templum vidētis?
3. Cūr Rōmānī ad templum dōna portant?
4. Quid est templum Rōmānum?

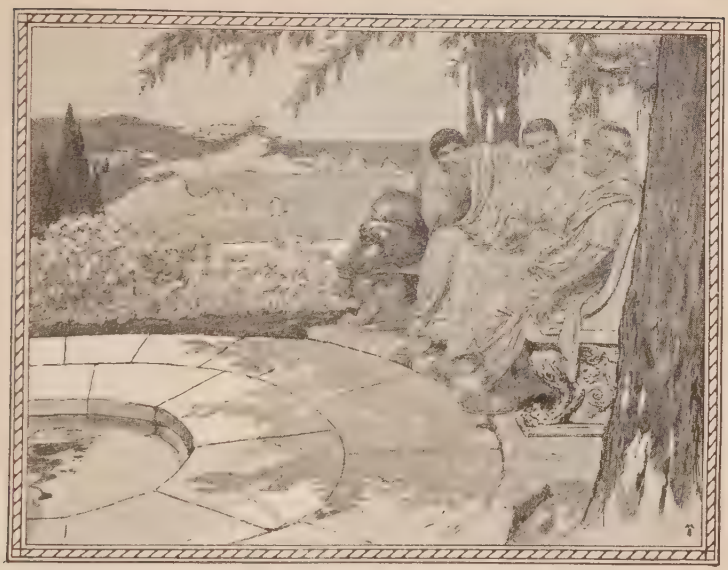
171. Complete the unfinished words:

1. Templ— sunt maxim—.
2. In pictūrā videō aedifici— splendid—.
3. Prope ār— vir sta—.
4. Vir est alt—, sed puella nōn est alt—.

172. Read each sentence in Latin, then translate it or state what the italicized word or group tells:

1. Nunc Rōmānī *proelium* parant. 2. *Virī* gladiōs et scūta et pīla parant. 3. Deī Rōmānōs juvant *quod Rōmānī ad templa dōna portant.* 4. *Perīculum* est maximum. 5. Ubi aedificia alta vidētis? 6. Neque deī neque deae *vestra dōna* probant. 7. *Arma* templa Rōmāna ōrnant. 8. Ante templum stō. Ubi stās? Templum mē dēlectat. 9. Ea librōs, dōnum novum, *laudat.* 10. Germānī Eurōpam habitant. 11. Bonōs laudāre dēbēmus. 12. Multī ante templum stant. 13. Bonī amīcōs multōs habent. 14. Vir altus ad templum appropinquat.

* To the Teacher. Additional questions of the same general type can readily be asked.



IN THE GARDEN OF A VILLA

Wealthy Romans had villas by the sea as well as estates in the interior of Italy

LESSON 19

THE GARDEN OF A ROMAN VILLA

In this lesson you will meet the endings of a case that is new to you. Give the forms of **vīlla, templa, ea, dōnum, amīcum, deōs, deās, nōs, vōs, is.** If you observe a form of a noun that cannot be either nominative or accusative, see if you cannot tell the idea of the new case from the rest of the sentence.

173. Italia est patria Terentiae.[1] Italia est patria Cornēliae et Secundae, fīliārum[1] Terentiae. Italia est patria Flaccī.[1] Italia est patria Pūblī, fīlī Flaccī, et amīcōrum[1] Flaccī. Italia, patria Rōmānōrum, paenīnsula longa Eurōpae est.

Pulchra est ōra maritima Italiae. Ampla vīlla Flaccī et Terentiae prope ōram maritimam est; nam vīllae Rōmānōrum [2] prope ōceanum saepe sunt. Hīc Flaccus et Terentia per aestātem (*through the summer*) manent.

Inter ōram et vīllam est hortus. Circum hortum est mūrus. Mūrus hortī nōn altus est. Hortus cōpiam rosārum et violārum habet, quod terra est fertilis. Hīc castaneae umbram grātam dant. Flaccus et Terentia vīllam et hortum magnopere amant.

Hortum spectāmus. Flaccum et duōs amīcōs Flaccī vidēmus. Procul ōceanum et vīllās amīcōrum Flaccī vidēmus. Quam laeta est vīta Flaccī et dominōrum Rōmānōrum! [3]

174. Notes

1. **Terentiae** tells *whose* native land Italy is. It expresses possession. The case in Latin corresponding to the possessive case in English is called the genitive. **Terentiae** is in the genitive case. Possession may be expressed in English either by the possessive case with the ending *'s* or by a phrase with the separate preposition *of*. Thus **Terentiae** may be translated *Terentia's* or *of Terentia*.

The forms of the genitive are as follows:

First Declension		Second Declension	
Singular	*Plural*	*Singular*	*Plural*
puell*ae*	**puell*ārum***	**serv*ī*, bell*ī***	**serv*ōrum*, bell*ōrum***

Nouns of the second declension ending in **-ius** or **-ium** contract **-iī** of the genitive singular into **-ī**: as, **fīlius**, genitive **fīlī**; **proelium**, genitive **proelī**. See the model nouns in the Appendix, page 10.

Hereafter, when you meet a noun ending in **-ae** or **-ī**, hold in mind the possibility of its being either genitive or nominative until something in the rest of the sentence decides it.

The ending of the genitive singular is placed after a noun in the vocabularies to show to what declension it belongs.

A genitive usually follows its noun.

You are already familiar with the ending **-ī** in such phrases as *anno Domini, casus belli, vox populi.*

2. Is this word an adjective or a noun here?

3. Adjectives have these forms for the genitive:

Singular			*Plural*		
MASC.	FEM.	NEUT.	MASC.	FEM.	NEUT.
bonī	**bonae**	**bonī**	**bonōrum**	**bonārum**	**bonōrum**

Observe that the masculine and neuter are alike.

175. Vocabulary

NEW WORD	RELATED WORD	MEANING
pa′tria, -ae, *f.*		*native land*
ō′ra, -ae, *f.*		*shore*
mari′timus, -a, -um	marine	(Meaning?)
am′plus, -a, -um	ample	*spacious*
ōce′anus, -ī, *m.*	ocean	(Meaning?)
ma′neō, manē′re		*remain, stay*
in′ter, *prep. with acc.*	interurban	(Meaning?)
hor′tus, -ī, *m.*	horticulture	(Meaning?)
mū′rus, -ī, *m.*	mural	*wall*
cō′pia, -ae, *f.*	copious	*supply, plenty*; plur., *troops, forces*
vi′ola, -ae, *f.*	violet	(Meaning?)
fer′tilis	fertile	(Meaning?)
casta′nea, -ae, *f.*		*chestnut tree*
um′bra, -ae, *f.*		*shade, shadow*
grā′tus, -a, -um	gratitude	*pleasing, welcome*
dō, da′re	*dōnum*	*give*
lae′tus, -a, -um		*happy*
vī′ta, -ae, *f.*	vital	*life*

176. Application of Latin to English

1. Explain the meaning of the italicized words:

a. The position turned out to be *permanent.*
b. He lay stretched out under the *grateful* shade of the tree.
c. He was *immured* in this terrible prison for ten years.
d. In his speech he *adumbrated* his hopes for the future.
e. He decided to devote himself to *horticulture.*

2. The last part of *cornucopia* is derived from **cōpia,** and the word means "horn of *plenty.*" The **cornū cōpiae** was originally a goat's horn. According to the myth the infant Jupiter was nourished by a goat and broke off one of its horns, whereupon he gave to the horn the power of becoming filled with whatever its possessor desired. Hence the goat's horn, or cornu*copia,* appears in pictures as a symbol of plenty.

3. *Umbrella,* from **umbra,** *shade,* meant originally "a little shade."

4. Give the singular and plural forms of the Latin nouns in the following sentences:

a. He is an alumnus of a famous college.
b. The Alumnae Association of Vassar met yesterday.
c. New York and Chicago are the termini of the new line.
d. The memoranda were safe.
e. Bacteria are the cause of most diseases.
f. The larvae of the moth destroy many trees.
g. The formulae for these products are secret.
h. He spent a year collecting data.
i. The swamp was a mass of ferns and fungi.

5. Which is correct, "these data" or "this data"?
6. Which of the forms inclosed in parentheses is correct?

a. There is no trouble between (he, him) and his brother.
b. Just between you and (I, me), what do you think about it?

What is the grammatical principle involved?

Drill and Review

177. Review the nominative and accusative cases, singular and plural, of **is** and **quis**. See the Appendix, pages 15, 17.

178. What idea is expressed by the genitive case? What are the possible cases of a noun ending in **-ae**? in **-ī**?

179. Express in Latin:

He stays; they give; we give; I remain; you (plur.) remain; she gives; we remain; you (sing.) give; they stay; I give; you (plur.) give; you (sing.) stay.

180. State the case of the italicized words and translate:

1. Mūrī *Rōmae* sunt altī. 2. Virī *patriae nostrae* sunt validī. 3. Proelia *bellī* sunt multa. 4. Italia est terra *Eurōpae*. 5. Mūrī *hortōrum* sunt altī. 6. Hortī *amīcōrum nostrōrum* sunt pulchrī.

181. Express in Latin the italicized words:

1. *The boy's* friend is late. 2. *The boys'* friends study. 3. The sons *of the farmer* work. 4. A friend of the *farmer's* son calls. 5. The *farmers'* fields are wide. 6. The language *of the Romans* was Latin.

182. Complete the following sentences:

Prope ōram (*of the wide ocean*) est casa (*of my friends*).
Hortus (*of the spacious villa*) habet (*a high wall*).
Fīlia (*of my friend*) ambulat (*between the villa and the shore*).

183. Read each sentence in Latin, then either translate it or state what the italicized word or group tells:

1. Quī dōna grāta dant? 2. Dōna amīcī nostrī sunt *grāta*. 3. *Rōmānī* Italiam patriam amant. 4. Vīta *puerōrum et puellārum* est laeta. 5. Amīcī nostrī cōpiam *violārum* habent. 6. Amīcī *puerī* manent, sed amīcī *magistrī* ad lūdum properant. 7. Inter mūrōs hortī amplī *violās multās* mōnstrant. 8. Nōnne linguam Rōmānōrum amātis? 9. Saepe magistrī *puellārum* fābulās nārrant.

LOOKING TOWARD THE SEA FROM A ROMAN VILLA

LESSON 20

A CONVERSATION BETWEEN FLACCUS AND HIS FRIENDS

In reading the Latin, group a genitive with the noun it modifies and try to feel its possessive character. Give all possible forms of **ea, eōs, eam, quōs, quid, puerī, bellī, puellae, cūrās, casās.**

184. Flaccus et Mārcellus et Paulus, trēs amīcī, in hortō (*in the garden*) Flaccī stant. Caeruleum est caelum; nūllus ventus ōceanum tranquillum turbat. Maximē laetī sunt Flaccus et amīcī eius.[1] Amīcī ōram et ōceanum spectant. Tandem Mārcellus rogat:

MĀRCELLUS. Flacce, ubi sunt fīliae tuae[2] hodiē? Eās ante vīllam nōn videō.

FLACCUS. Fīliās[3] meās[2] nōn vidēs quod ad ōram ambulant. Mārcelle et Paule, nōnne vestrae[2] fīliae prope ōram saepe ambulant? Meae fīliae ōram maritimam amant. Pūblius, fīlius meus, ōram et ōceanum amat. Nam ibi saepe natat.

MĀRCELLUS. Nunc eās videō. Ad casam parvam ambulant. Cuius[1] casa est?[4]

FLACCUS. Est casa nautae. Nōnne nāviculam eius in ōrā (*on the shore*) vidētis? Nautae interdum nāvigant, interdum vīllam nostram[2] vīsitant.

PAULUS. Quōrum[1] nāviculās procul prope īnsulās vidēmus?

FLACCUS. Nāviculās nautārum validōrum vidēs. Nūllus ventus nāviculās eōrum movet. Hodiē meae fīliae casam nautae bonī vīsitant quod dōna ad nautam portant. Eārum[1] dōna nautam magnopere dēlectant. Ecce, nauta fīliās meās jam videt. Eās vocat. Ad eum properant.

185. Notes

1. The genitives of the interrogative pronoun and of the personal pronoun of the third person (**is, ea, id**) are used as in English to express possession. They are given below:

THE INTERROGATIVE PRONOUN

	Singular	*Plural*
Gen.	**cuius**, *whose?*	**quōrum**, *whose?*

THE PERSONAL PRONOUN OF THE THIRD PERSON

	Singular		
Nom.	**is**, *he*	**ea**, *she*	**id**, *it*
Gen.	**eius**, *his*	**eius**, *her*	**eius**, *its*
Acc.	**eum**, *him*	**eam**, *her*	**id**, *it*

	Plural		
Nom.	**eī**, *they*	**eae**, *they*	**ea**, *they*
Gen.	**eōrum**, *their*	**eārum**, *their*	**eōrum**, *their*
Acc.	**eōs**, *them*	**eās**, *them*	**ea**, *them*

2. **The Possessive Adjectives.** The Latin possessive adjectives are used, as in English, to express possession instead of the genitives of pronouns of the first and second persons, which are not used to express this idea. The possessive adjectives (you have already used them) are **meus, -a, -um**, *my, mine*; **noster, -tra, -trum**, *our*; **tuus, -a, -um**, *your*; **vester, -tra, -trum**, *your*. Observe that **noster** and **vester** drop **e** before **r** in the other forms. The adjective **miser, misera, miserum** keeps the **e**.

Possessive adjectives agree with the noun they modify.

3. What case is **fīliās**? What two ideas will follow?

4. **Cuius casa est**, *whose hut is it?*

186. Vocabulary

New Word	Related Word	Meaning
caeru'leus, -a, -um		*blue*
cae'lum, -ī, *n.*		*sky, heavens*
ven'tus, -ī, *m.*	ventilate	*wind*
tranquil'lus, -a, -um	tranquil	(Meaning?)
tur'bō, turbā're	disturb	(Meaning?)
me'us, -a, -um		*my, mine*
i'bi, *adv.*		*there, in that place*
na'tō, natā're		*swim*
nau'ta, -ae, *m.*	nautical	*sailor*
nāvi'cula, -ae, *f.*		*boat*
inter'dum, *adv.*		*sometimes*
nā'vigō, nāvigā're	navigate, *nāvicula*	(Meaning?)
vī'sitō, vīsitā're	visit	(Meaning?)
mo'veō, movē're	move	(Meaning?)

187. Application of Latin to English

1. Explain the meaning of the italicized words:

a. The new gymnasium has a *natatorium.*
b. He was much *perturbed* at the news.
c. He lived in London, a voluntary *expatriate.*
d. Magellan *circumnavigated* the globe.
e. Blue, blue, as if the sky let fall
A flower from its *cerulean* wall.

2. *Ceiling* is a derivative of **caelum**, *sky.*

3. Give the English forms of the following Latin nouns of the first declension, noting what changes in spelling have occurred and deciding what the Latin words probably mean:

rosa	fābula	fortūna	memoria
absentia	dīligentia	industria	statua
flamma	familia	injūria	columna

4. Which of the forms inclosed in parentheses is correct?

a. The size of the trunks (varies, vary).
b. All of (us, we) girls were present at the time.
c. (Who, Whom) do you wish to see?

What grammatical principles will help you?

Drill and Review

188. Conjugate **turbō** and **moveō** in the present active.

189. Translate:

1. Videō fīliam meam et fīliam tuam et fīliam eius. 2. Videō fīliās eōrum et fīliās eārum et fīliās vestrās.

190. Express in Latin:

I am moving my boat, our boat, your (sing. and plur.) boat, his boat, her boat, their (masc. and fem.) boat.

191. Answer in Latin:

1. Cuius amīcī in hortō sedent?
2. Quid ōceanum interdum turbat?
3. Cūr Pūblius ōram amat?
4. Quid amīcī Flaccī procul vident?
5. Quōrum fīliae nautās vīsitant?
6. Quid puellae ad nautam portant?

192. Express in Latin the italicized words:

1. *The sturdy sailor* calls. 2. They move *the sailor's* boat. 3. *There* the sky is clear. 4. *Our friends* are visiting *her*, and *her* friends are visiting *us*. 5. Sailors fear *great winds*. 6. I love *my native land*.

193. Complete the following sentences:

Nāviculae (*of his friends*) sunt (*near the island*).
(*Her servants*) manent et (*my*) servī (*to remain*) dēbent.
Librōs (*their*) habeō.

194. Read each sentence in Latin, then either translate it or state what the italicized word or group tells:

1. Prope ōram *nāviculam meam* videō. 2. Ventī fīlium *eius* nōn terrent. 3. Quōrum amīcī hodiē nāvigant? 4. Caelum *tranquillum* semper grātum est. 5. Deī Rōmānī *caelum* habitant. 6. Noster amīcus et fīlius eius *nōs* vocant. Properāte. 7. Timeō *quod nūlla arma habeō*. 8. Cuius librum habēs? Cūr librum eius portās? 9. Vīllae eōrum novae sunt. 10. Terentiam videō. Fīliam eius nōn videō. 11. Quō librōs vestrōs portātis?

LESSON 21

THE GODS OF ANCIENT ROME *

Give the possible forms of **deōs, deās, templa, dea, aquārum, magistrum, bellī, lūnae, undās, deus, eius, cuius, deōrum, eōrum.**

195. "Puerī," inquit Orbilius, magister Pūblī, "multōs deōs et deās habēmus. In forō Rōmānō (*In the Roman Forum*) multa et splendida templa deōrum vidētis. Ibi ante [1] ārās deōs [2] et deās nostrās adōrāmus. Juppiter, maximus deōrum nostrōrum,[3] caelum et terrās gubernat. Jūnō summa deārum nostrārum est. In numerō (*In the number*) deārum sunt Diāna et Minerva et Vesta et Cerēs. Diāna dea lūnae et silvārum, Minerva

JUNO

* For accounts of the Roman and Greek gods see one of the following books:
BREASTED. Ancient Times, pp. 502–503.
BULFINCH. The Age of Fable.
FAIRBANKS. The Mythology of Greece and Rome.
GAYLEY. Classic Myths in English Literature.
MCDANIEL. Roman Private Life, pp. 101–105.
TAPPAN. The Story of the Roman People, pp. 65–67.

dea sapientiae et līterārum,[4] Vesta dea focī est.[5] Nautae Diānam, poētae Minervam adōrant. Fēminae Vestam adōrant et ad āram eius rosās portant. Cerēs, dea agrōrum (*of the fields*), agricolās cūrat et juvat. In numerō deōrum sunt Mārs et Neptūnus et Mercurius. Mārs, deus bellī, arma et proelia amat. Neptūnus, deus aquārum, ōceanum habitat. Mercurius, nūntius deōrum, ālās habet et trāns terrās et undās celeriter volat et imperia deōrum nūntiat. Deī nostrī et deae in caelō habitant et terrās et virōs dēspectant (*look down upon*)."

196. Answer in Latin:

Quōrum templa Pūblius videt?
Quot deōs et deās habent Rōmānī?
Quis est summus deōrum Rōmānōrum?
Cuius āram fēminae adōrant?
Ubi Neptūnus habitat?
Quō fēminae rosās portant?
Estne Minerva dea lūnae?
Quis est deus bellī?
Quis ōceanum gubernat?
Quid habet Mercurius?
Quid nūntiat Mercurius?
Quis arma et proelia amat?
Quis trāns terrās volat?
Quōrum templa in forō sunt?
Nōnne nautae Diānam adōrant?
Ubi puerī Rōmānī ārās vident?
Quis caelum gubernat?
Quid Mārs amat?
Habetne Neptūnus nūntium?

197. Notes

1. What part of speech is **ante**? What case does it govern?
2. What is the form of **deōs**? Can it be governed by **ante**? Why not? What is the syntax of **deōs**?
3. **Maximus deōrum nostrōrum**, *the greatest of our gods.*
4. **Līterārum**, *of literature.*
5. **Est** goes with **Diāna** and **Minerva** as well as with **Vesta.**

198. Vocabulary

New Word	Related Word	Meaning
in′quit		*says he, said he*
sum′mus, -a, -um	summit	*greatest, highest*
guber′nō, gubernā′re		*rule, govern*
lū′na, -ae, *f.*	lunar	*moon*
sil′va, -ae, *f.*	Pennsylvania	(Meaning?)
sapien′tia, -ae, *f.*		*wisdom*
lī′tera, -ae, *f.*	literary	*letter*
fo′cus, -ī, *m.*		*hearth, fireside*
poē′ta, -ae, *m.*	poet	(Meaning?)
nūn′tius, nūn′tī, *m.*		*messenger*
ā′la, -ae, *f.*		*wing*
trāns, *prep. with acc.*	transatlantic	(Meaning?)
un′da, -ae, *f.*	undulate	*wave*
vo′lō, volā′re		*fly*
impe′rium, impe′rī, *n.*	imperial	*command*
nūn′tiō, nūntiā′re	*nūntius*	(Meaning?)

199. Application of Latin to English

1. Explain the meaning of the italicized words:

a. Her *volatile* nature made continuous effort impossible.
b. The governor occupies the *gubernatorial* chair.
c. Many houses were *inundated* by the flood.
d. In some states voters must pass a *literacy* test.
e. He proved a careful and *sapient* guardian.

2. *Lunatic* is derived from **lūna**, *moon*, and preserves the notion that a person's mind may be affected by exposure to the rays of the moon. "Moonstruck" shows the same idea.

3. **Lītera**, *letter*, appears directly as *letter* with two *t's*. A *liter*ate person is one who knows his letters. *Liter*acy is the ability to read, and il*liter*acy is the lack of that ability. *Liter*ature means "letters" in a higher sense, just as we speak of a "man

of letters." A *liter*ary society is one devoted to the study of "letters" in the same sense. *Liter*al means pertaining to the letter, or exact wording, of a sentence rather than to the spirit. A *liter*al translation is one given word for word. Al*liter*ation is the repetition of the same letter at the beginning of successive words, frequently seen in advertisements. Ob*liter*ate comes from **ob**, *over*, and **lītera**, and means "to cover over the letters," that is, to erase or blot out.

Drill and Review

200. What idea is expressed by the genitive case? Why is the ending of the genitive given in the vocabularies? Why is the infinitive of a verb given in the vocabularies?

201. Complete the following sentences:

Nāvicula (*across the waves*) volat.
Quis (*your commands*) nūntiat?
Vergilius est (*the greatest poet of the Romans*).
Nūntius (*across Italy to Germany*) properat.

202. Express in Latin:

1. I announce their victory. 2. You announce my victory. 3. He announces your victory. 4. We announce the victory of our friends. 5. You announce their victory. 6. They announce our victory.

203. Read each sentence in Latin and either translate it or state what the italicized word or group tells:

1. Spectāte templum pulchrum deī. 2. Templa *deōrum Rōmānōrum* sunt pulchra. 3. Dea silvārum nautās *bonōs* juvat. 4. Fīlius *magistrī nostrī* trāns viam jam ambulat. 5. Estne lūna in caelō? 6. Magistrī puerōrum *nūntiōs* laudant. 7. Vestrī magistrī vōs *bene* docent. 8. Nāvicula trāns aquam celeriter volat. 9. Cūr nūntius manet? Eius perīculum est magnum.

A ROMAN FAMILY IN THEIR GARDEN

Observe that the boys, being at home, are clad only in their tunics. When dressed to go away from home Roman boys of good families wore the toga praetexta

LESSON 22

FABLE OF THE ROTTEN APPLES

In this lesson you will meet the endings of a case that is new to you. Give all possible forms of **hortī, bellī, bona, nauta, dōna, dōnum, fīlium, agricolae, eōs, nōs.**

204. Servus hortum intrat et ad Terentiam et Flaccum ambulat. Calathum plēnum pōmōrum portat.

Servus Terentiae [1] pōmum dat. Flaccō [1] pōmum dat. Cornēlia et Secunda, fīliae Terentiae et Flaccī, in hortō (*in the garden*) adsunt. Puellīs [1] quoque servus pōma dat.

Pūblius et amīcus in hortō adsunt. Puerīs[1,2] servus pōma dat. Exit servus. Exeunt Terentia et fīliae.

Tum Flaccus puerīs fābulam nārrat: "Carolus," inquit, "agricolae fīlius, bonus est puer, sed amīcōs malōs amat. Itaque agricola puerō parvō calathum pōmōrum plēnum dat. Calathus bona pōma habet, sed pauca[3] sunt putrida. Puer dōnum dīligenter cūrat, sed pōma mala bona maculant, et mox mala sunt[4] cūncta. Carolus adversam fortūnam plōrat. Tum agricola fīlium ita monet: 'Pōma mala maculant bona, certē malī amīcī maculābunt (*will spoil*) puerum bonum.'"

205. Notes

1. **Terentiae** is the indirect object of **dat**, telling to whom the slave gives the apple. **Pōmum** is the direct object, telling what he gives. In Latin the direct object is expressed by the accusative case, and the indirect object is expressed by a special case called the *dative*. Dative is derived from **dare**, *to give*, and the dative case is so named because it occurs very commonly with the verb **dare**, or with some verb of similar meaning.

The forms of the dative follow:

First Declension		Second Declension	
Singular	*Plural*	*Singular*	*Plural*
puell*ae*	puellīs	servō, bellō	servīs, bellīs

Thus a noun ending in **-ae** may be genitive or dative singular or nominative plural. If you cannot decide at once which it is, you must hold all possible forms and ideas of the word in mind until something later in the sentence makes it clear.

2. What is the form of **puerīs**? What idea is expressed by this case? A verb meaning *give* or the like must be coming in

the rest of the sentence. What two other ideas will probably also be found in the rest of the sentence?

3. **Pauca**, *a few* (*apples*); used only in the plural.

4. What is the subject of **sunt**? Supply **pōma** with **cūncta**.

206. The Indirect Object in English and Latin

The indirect object may be expressed in English either by the objective case without a preposition or by the objective case with the separate preposition *to*: as, "I gave *him* a book," or "I gave a book *to him*." In Latin, on the other hand, there is only one method of expressing indirect object: the dative case *without* a preposition, as, **Eī librum dabam.** Translate this sentence in two ways.

Learn by heart the following statement:

The person to whom something is *given, offered, told, shown,* etc. is called the *indirect* object and is put in the *dative* case.

With verbs of *motion* the *to* relation is expressed by the accusative with **ad**: as, **Servus ad Terentiam ambulat.**

The normal order of words in a Latin sentence is subject, indirect object, direct object, verb; but variations for the purpose of emphasis are always possible.

In studying the ways in which possession and indirect object are expressed in English and Latin, you have noted that English tends to express ideas by *separate words* and Latin by *endings*. This is a fundamental difference; we may call English a separate-word-language and Latin an ending-language.

207. Vocabulary

New Word	Related Word	Meaning
ca′lathus, -ī, *m.*		*basket*
plē′nus, -a, -um	complete	*full*
pō′mum, -ī, *n.*		*apple*
ad′sum	*ad* + *sum*	*be present*

New Word	Related Word	Meaning
ma′lus, -a, -um	malefactor	*bad, wicked*
pau′cī, -ae, -a		*few*
pu′tridus, -a, -um	putrid	(Meaning?)
ma′culō, maculā′re		*spot, spoil*
mox, *adv.*		*soon*
cūnc′tus, -a, -um		*all*
adver′sus, -a, -um	adverse	(Meaning?)
fortū′na, -ae, *f.*	fortune	(Meaning?)
plō′rō, plōrā′re	deplore	*lament, regret*
ita, *adv.*		*thus, as follows*
mo′neō, monē′re	admonition	*warn, advise*

208. Application of Latin to English

1. Explain the meaning of the italicized words:

a. He prided himself upon his *immaculate* appearance.
b. He felt a strong *premonition* of disaster.
c. One should meet *adversity* with courage.
d. The *paucity* of supplies was alarming.
e. He found himself the *focus* of all eyes.

2. *Savage* is derived from **silva**, *forest*, and meant originally one who lives in the woods and, hence, is uncivilized, brutal.

3. **Nūntiāre**, *to report, tell*, has numerous English descendants. To an*nounce* a decision is to tell it to the world. When a judge pro*nounces* sentence he tells it forth (*pro-*). Since this involves solemn and careful speaking, *pronunciation* has come to mean the method of uttering words and sounds. A pro*nounce*ment is a formal declaration. Re*nounce* means literally "to send back (*re-*) a message" and, hence, to reject. disclaim, as when a naturalized citizen "renounces" his allegiance to his former country. Then it came to mean "to abandon," as in "to renounce all claims." To de*nounce* means literally to tell about something fully (*de-*). But this is equivalent to severe censure, and, hence, "to denounce a

person" is "to accuse him publicly." To *enunciate* a new theory is to *tell* something fully (*ex-*). This involves the idea of careful utterance, and, hence, *enunciation* means also the mode of uttering sounds, as in "His enunciation is bad."

Drill and Review

209. You will find the forms of model nouns of the first and second declensions arranged in tabular form in the Appendix, page 10. Practice the declension of **porta, servus, puer, vir,** and **bellum,** omitting the last case (ablative).

210. The forms of an adjective may be given in tabular form, as shown in the Appendix, page 12. Decline **longus, miser,** and **noster,** omitting the last case (ablative).

211. Conjugate **plōrō** and **moneō** in the present indicative.

212. What idea is expressed by the dative case? With what verbs may you expect to find a dative? What two uses of the English preposition *to* have you thus far met?

213. Express in Latin the italicized words:

1. He hurries *to the villa* and gives a book *to the lady*. 2. He also gives roses *to the girls*. 3. But he does not give roses *to Marcus* or *the friends of Marcus*. 4. The messenger moves *toward the men*.

214. Proceed as in previous exercises:

1. Bona fortūna *nōs* semper dēlectat. 2. *Adversa* fortūna nōn est grāta. 3. *Paucī* virī hodiē adsunt. 4. Ubi lūnam plēnam vidētis? 5. Flaccus *fīliō* pecūniam dat. 6. Magister discipulōs ita monet: "Labōrāte. Semper labōrāte." 7. Terentia *Cornēliae* fābulam nārrat. 8. Nūntius *Rōmānīs* adversam fortūnam nūntiat. 9. Interdum *fīliīs nostrīs* pecūniam damus. 10. Mātrōnae Rōmānae *puerīs et puellīs* fābulās grātās nārrant.

215. Review Word List 4, in the Appendix, page 6.

HORATIUS AND CORNELIA

LESSON 23

A CONVERSATION

Give all the forms of **agricolae, eius, is, es, rosīs, ea, casās, portās, dōna, rosa, amīcī, bellī, poētae, amīcō.**

PERSŌNAE

CORNĒLIA, puella Rōmāna
HORĀTIUS, poēta et amīcus Flaccī et Terentiae
SECUNDA, soror (*sister*) Cornēliae

216. HORĀTIUS. Salvē,[1] Cornēlia. Quō properās?

CORNĒLIA. Ad ōram et casās nautārum, amīcōrum meōrum, properō.

HOR. Ad quem[2] rosās portās? Cui[3] rosās dās?

COR. Ad nautās [4] rosās portō; nam nautīs [5] rosās saepe dō. Mea māter (*mother*) mē nōn culpat, sed laudat, quod eīs [6] rosās dō. Interdum nauta, amīcus meus, mihi dōna grāta dat, quod eī rosās dō.

HOR. Nōnne Secunda, soror tua, nautās vīsitat?

COR. Certē. Vidē! Secunda jam appropinquat.

Intrat SECUNDA

HOR. Salvē, Secunda. Ad quōs pōma portās? Quibus pōma dās?

SEC. Ad nautās pōma portō, et nautīs pōma dō.

HOR. Cuius nāviculam rubram prope ōram videō? Mōnstratne nauta vōbīs nāviculam?

SEC. Nāviculam amīcī nostrī vidēs. Saepe mōnstrat. Et interdum ego et Cornēlia in nāviculā nāvigāmus. Nōs timidae nōn sumus. Ōceanum et undās ōceanī nōn timēmus. Sed procul amīcum nostrum videō. Properā, Cornēlia. Amīcus noster nōs exspectat. Nōnne is vocat? Properāre dēbēmus. Cūr nōn properās, Cornēlia?

HOR. Crās, puellae, meam vīllam vīsitāre dēbētis. Tum vōbīs fābulās novās et grātās nārrābō (*I will tell*). Quae puella [7] meam vīllam nōn amat! Nunc valēte.

217. Notes

1. **Salvē** and **salvēte** (plural) are greetings, and mean "Hail!" "How are you?" How do you say "Good-by"?

2. **Ad** with the accusative indicates that a verb expressing motion is coming.

3. **Cui**, *to whom?* the dative singular of **quis**. The dative plural is **quibus**.

4. **Ad** with **nautās** shows that a verb of what general meaning is coming? What is that verb?

5. What is the case of **nautīs**? A verb of what general meaning is coming? What is that verb?

6. **Eīs**, *to them*; the dative plural of **is**. The datives of the personal pronouns are given below:

Sing. **mihi**, *to me*	**tibi**, *to you*	**eī**, *to him, to her, to it*
Plur. **nōbīs**, *to us*	**vōbīs**, *to you*	**eīs**, *to them* (all genders)

7. **Quae puella**, *what girl!* When used as an adjective **quis** has several forms different from those that it has as a pronoun.

218. Summary of the Declension of Pronouns

Study in the Appendix, pages 15, 17, all the cases of the personal and interrogative pronouns which you have thus far learned, that is, through the accusative case.

219. Vocabulary

New Word	Related Word	Meaning
persō′na, -ae, *f.*	person	(Meaning?)
cul′pō, culpā′re	culpable	*blame*
ti′midus, -a, -um	timid	(Meaning?)
exspec′tō, exspectā′re	expect	*wait for, await*
crās, *adv.*		*tomorrow*

220. Application of Latin to English

1. Explain the meaning of the italicized words:

a. *Procrastination* is the thief of time.
b. The use of more words than are necessary is *redundancy.*
c. He has a very lordly and *imperious* air.
d. He died in the *plenitude* of his power.
e. He was fully *exculpated* from any fault in the affair.
f. On the first page of the program were the *dramatis personæ.*
g. The United States desires *amicable* relations with its southern neighbor.

2. *Ami*able, from **amīcus**, *friend*, is the same word as *amic*able, but it comes to us through the French, where the *c* was lost. The prefix **in-**, *not*, gives us in*imic*al (with a change of *a* to *i*), meaning unfriendly, hostile, as in "Such a plan is *inimical* to our interests." *Amity* is a shortened form, which has reached us through French, and means friendship, as in "They lived in peace and *amity*." En*mity* is the opposite of amity and means unfriendliness, hatred. An *enemy* is an unfriendly person, a foe.

3. What letter have the derivatives of **exspectāre** lost?

Drill and Review

221. Decline **aqua**, **carrus**, **caelum**, and **dominus** (omitting the ablative case). See the Appendix, page 10.

222. Decline **lātus** and **vester**. See the Appendix, page 12.

223. Conjugate **exspectō** in the present active.

224. What ideas do the genitive and dative express?

225. Express in Latin the italicized words:

1. She tells a story *to you* (plur.), *to him, to her, to them, to me, to us, to you* (sing.). 2. *To whom* is she telling a story? 3. *Whose* story is new? 4. *To whom* does he carry gifts? 5. *Toward whom* is he moving?

226. Complete the following sentences:

Dōna (*many and pleasing*) vōbīs dant.
(*To whose friends*) dōna datis?
(*His son but not him*) culpō.

227. Proceed as in previous exercises:

1. *Eī* rosam dō. *Eīs* pōma dō. *Mihi* pecūniam dās. *Nōbīs* rosās duās dant. 2. Nūlla hōra vītae tuae nōn est *laeta*. 3. Inter deōs *Rōmānōrum* summus erat Juppiter, *dominus caelī et terrae*. 4. Cūr nōs exspectātis? 5. Germānia antīqua plēna erat *silvārum magnārum*. 6. Quōrum servum exspectās? 7. *Timidōs* culpāmus, laudāmus *validōs*.

LESSON 24

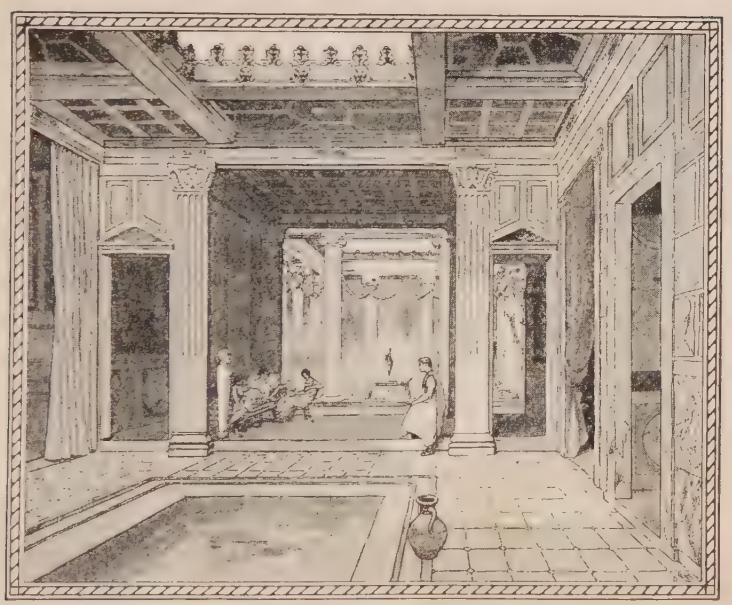
PUBLIUS DESCRIBES HIS CITY HOME *

Give all the possible forms of **templum, templī, templō, viae, cuius, dominus, dominōs, vōs, jānuam, columnās, eī, cui, tibi.**

228. Domus [1] nostra, in viā [2] angustā [3] sita,[4] et magna et sūmptuōsa est. Per ōstium angustum intrās vestibulum. Ā dextrā [5] et ā sinistrā [5] ōstī sunt tabernae parvae. In ōstiō est jānua pulchra. Prope jānuam in cellā jānitor [6] (*doorkeeper*) sedet. Sī vīs (*you wish*) intrāre, jānuam pultās. Tum jānitor jānuam reserat, et per vestibulum in ātrium [7] ambulās. Tēctum ātrī est altum et columnās altās habet. Mediō in ātriō [8] est impluvium. Interdum piscēs (*fish*) in impluviō natant. Super impluvium nūllum tēctum sed spatium apertum est. Per spatium apertum pluviae aquae [9] in impluvium cadunt (*falls*). Ultrā ātrium est tablīnum. In tablīnō pater meus saepe sedet et labōrat. Hīc et nōbīs [10] et servīs imperia dat.

* Descriptions of the Roman house and home life will be found in the following books:

CHURCH. Roman Life in the Days of Cicero, pp. 116–126.
BREASTED. Ancient Times, pp. 555–559.
DAVIS. A Day in Old Rome, pp. 34–59.
FOWLER. Social Life at Rome in the Age of Cicero, pp. 237–262.
HALL. Buried Cities, pp. 68–80.
JOHNSTON. Private Life of the Romans, chap. vi.
MCDANIEL. Roman Private Life, pp. 3–16.
PRESTON and DODGE. Private Life of the Romans, pp. 28–56.
TANZER. The Roman House. An illustrated eight-page leaflet, published by the Service Bureau for Classical Teachers, Columbia University, New York. 20 cents.



THE INTERIOR OF A ROMAN HOUSE

The room in the foreground is the atrium, with its impluvium. Beyond is the tablinum, which the master of the house used as an office. This room could be shut off by draperies. In the background is the peristyle. At the right of the tablinum is a narrow passage connecting the atrium with the peristyle; this was used when the tablinum was occupied

Hīc mihi [11] et Cornēliae et Secundae fābulās nārrat. Ā sinistrā ātrī et tablīnī cubicula sunt. In cubiculīs dormīmus (*we sleep*). Peristȳlium et triclīnium et culīna ultrā tablīnum sunt. Circum peristȳlium sunt cubicula; nam multa cubicula habēmus. In triclīniō cēnāmus. Peristȳlium nostrum hortum pulchrum et columnās habet. Rosae peristȳlī nostrī et fōns (*the fountain*) nōs maximē dēlectant.

229. Notes

1. **Domus**, *house, home*; nominative of a fourth declension noun of the feminine gender.

2. **The Ablative Case with Prepositions**. You have already met several phrases introduced by the preposition **in**: as, **in pictūrā**, *in the illustration*; **in hortō**, *in the garden*. The nouns in these phrases are in the *ablative* case. You will find the Latin ablative used sometimes with, and sometimes without, a preposition. The forms of the ablative follow:

First Declension		Second Declension	
Singular	*Plural*	*Singular*	*Plural*
puellā	**puellīs**	**servō, bellō**	**servīs, bellīs**

The ablative singular of the first declension differs from the nominative singular by the quantity of the final **-a**. Observe that the endings of the ablative case are like those of the dative except in the singular of the first declension.

Hereafter, before you translate a noun ending in **-ō** or **-īs**, you will be obliged to decide whether the noun is dative or ablative. Usually, if the doubtful dative-ablative form refers to a person, it is dative; if to a thing, it is ablative. If it is governed by a preposition, it must be ablative.

3. Observe that the adjective **angustā** agrees with **viā**.

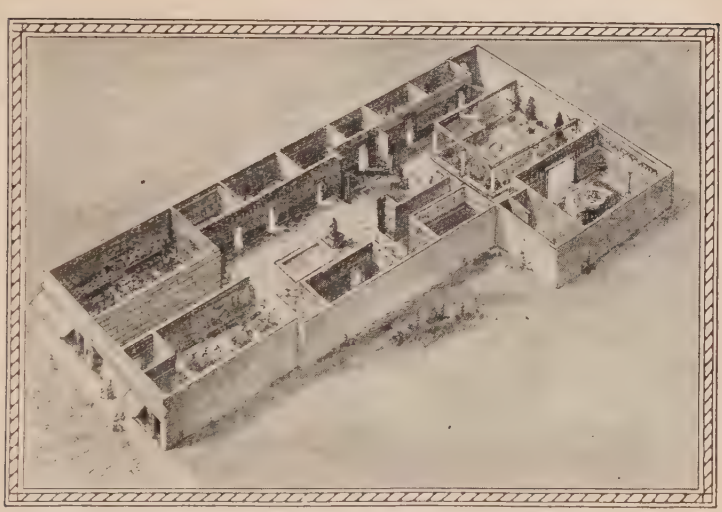
4. How can you tell that **sita** modifies **domus** and not **viā**?

5. **Ā dextrā**, *on the right*; **ā sinistrā**, *on the left*.

6. Special duties were assigned to the various slaves of a Roman household. The **jānitor** guarded the front door.

7. Some prepositions take the accusative, others the ablative. **In** is used with both cases. **In**, with the ablative, means *in* or *on*: with the accusative it means *into*.

8. **Mediō in ātriō**, *in the middle of the atrium*. Certain adjectives, like **medius**, tell what part of an object is meant, and are best translated as nouns.



THE PLAN OF A ROMAN HOUSE

The entrance is at the left. On each side of the entrance are shops with wooden awnings. Compare this plan with the picture on page 117, and locate the atrium, tablinum, and peristyle. Observe the sleeping-rooms opening off the atrium and peristyle, and the dining-room at the right-hand corner of the plan

9. **Pluviae aquae,** *rain.*

10. What is the form of **nōbīs**? What idea does it express?

11. What is the form of **mihi**? What other words are in the same case? How do you know?

230. Summary of Declensions

Nouns of the First and Second Declensions. Turn to the Appendix, page 10, and review the complete declensions of the model nouns **porta, servus, ager, puer, bellum, fīlius,** and **proelium.** Note carefully their similarities and differences.

Adjectives of the First and Second Declensions. Turn to the Appendix, page 12, and review the declensions of the model adjectives **bonus, miser,** and **noster.**

231. Vocabulary

New Word	Related Word	Meaning
angus′tus, -a, -um		*narrow*
si′tus, -a, -um	site	*situated*
sūmptuō′sus, -a, -um	sumptuous	*expensive*
ōs′tium, ōs′tī, *n.*		*entrance, doorway*
vesti′bulum, -ī, *n.*	vestibule	(Meaning?)
cel′la, -ae, *f.*	cell	*small room*
sī, *conj.*		*if*
pul′tō, pultā′re		*beat on*
re′serō, reserā′re		*unfasten*
tēc′tum, -ī, *n.*		*roof*
me′dius, -a, -um	medium	*middle, middle of*
implu′vium, implu′vī, *n.*		*impluvium*
su′per, *prep. with acc.*	superior	*above, over*
spa′tium, spa′tī, *n.*	spacious	(Meaning?)
aper′tus, -a, -um	aperture	(Meaning?)
ul′trā, *prep. with acc.*		*beyond*
tablī′num, -ī, *n.*		*tablinum*
cubi′culum, -ī, *n.*		*sleeping-room*
triclī′nium, triclī′nī, *n.*		*dining-room, triclinium*
culī′na, -ae, *f.*		*kitchen*
cē′nō, cēnā′re		*eat a meal, dine*

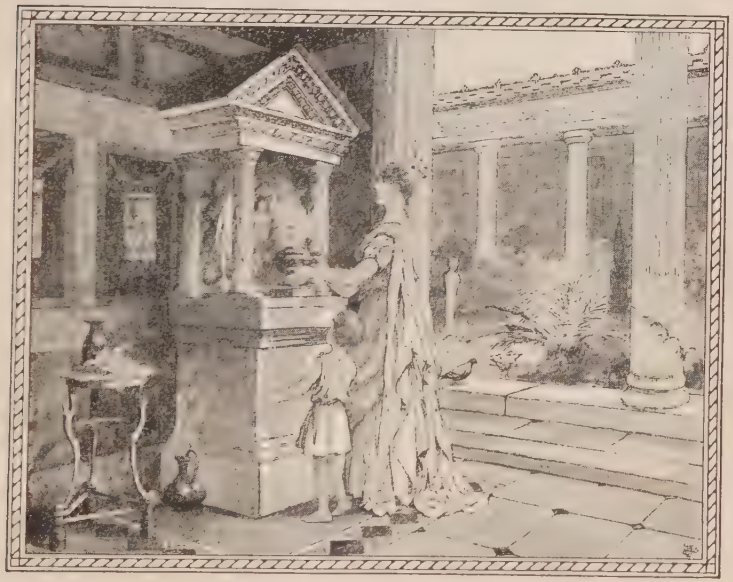
232. Application of Latin to English

1. Explain the meaning of the italicized words:

a. The *culinary* department of the hotel was poorly equipped.
b. The cat was *domesticated* in very ancient times.
c. He displayed but *mediocre* ability.
d. The *overture* of the opera was well rendered.
e. The physician listened to the *pulsations* of the heart.
f. Jupiter *Pluvius* did his best to spoil the outing.

2. **Malus,** *bad,* has numerous derivatives. Explain *mal*treat, *mal*efactor, and *mal*ady. *Mal*aria means literally bad air,

since the disease was supposed to be caused by the poisonous atmosphere of marshes. To utter *mal*edictions is to speak evil of someone, to curse. *Mal*ison is a doublet of *male*diction, that is, it is the same word in a different form.



A SHRINE IN A ROMAN HOUSE

*Mal*ice is ill will. To injure property *mal*iciously is to do it for no other reason than sheer evilness of heart. A *mal*ign influence is evil, that is, unfavorable. To *mal*ign a person is to speak evil of him, to slander him. A *mal*ignant disease is one tending to an evil result, that is, death. A *mal*evolent person is one who wishes evil, is disposed to illtreat others. A public official accused of *mal*feasance in office is charged with wrongdoing.

3. Explain the derivation of *immediate, cellar, culinary,* and *empire.*

Drill and Review

233. Give the active personal endings.

234. What idea is expressed by the dative, and in what two ways is it translated into English? What cases in the singular of nouns of the first declension are alike? What cases in the plural? What cases of masculine nouns of the second declension are alike in the singular? in the plural? What cases of neuter nouns are alike in each number?

235. Following the models in the Appendix, page 10, decline **cella, ventus, tēctum, fīlius,** and **spatium.**

236. Following the models in the Appendix, page 12, decline **angustus** and **medius.**

237. Express in Latin the italicized words:

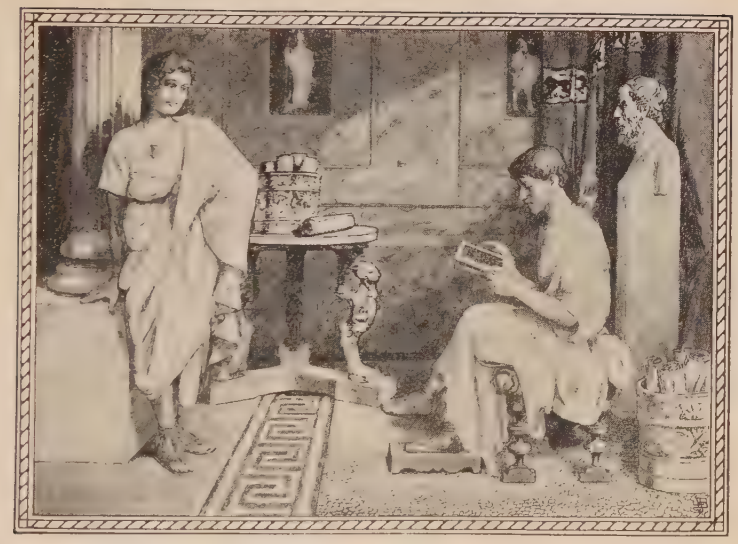
1. We walk *in the street.* 2. They sit *in the garden.* 3. The Romans dined *in a triclinium.* 4. *In the streets* are many people. 5. I shall hurry *into the street.* 6. I walk *to the temple* and give gifts *to the gods.*

238. Complete the following sentences:

1. Mātrōna (*in front of the villa*) ambulat.
2. Caelum (*above the ocean*) clārum est.
3. Puerī (*into the middle of the street*) properant.
4. Nautae (*in the small huts*) habitant.

239. Proceed as in previous exercises:

1. *In bellō* multa sunt perīcula. 2. Nōnne in Britanniā habitās? 3. Sī in lūdō bene recitātis, vōs *magister* laudat. 4. Mediīs in silvīs manent *puerī.* 5. Viae Rōmānae erant *angustae.* 6. Nautae nōn diūtius in īnsulā manent, sed ad *terram* nāvigant. 7. Amīcōs amāte. Amīcōs juvāte. 8. *Mediō in ōceanō* undae saepe sunt altae. 9. Ultrā Alpēs est Italia. 10. Quis servum in triclīnium vocat? 11. Agricolae in mediās silvās properant. 12. Servī in spatium apertum mēnsam movent.



READING A ROMAN LETTER

Observe the table and the books on it, the stool on which the boy is sitting, and the mosaic floor. The walls of a Roman house were decorated with mural paintings, two of which show in this picture

LESSON 25

A LETTER[1] FROM PUBLIUS TO A FRIEND

As a last resort in trying to solve the meaning of a new word without looking it up in the vocabulary, translate by putting in the undefined Latin word itself instead of its meaning.

Give all possible forms of **vīlla, vīllā, amīcī, eī, cui, poētae, puerō, lūdō, amīcīs, vōbīs, bonī, bonā, amīcus, quibus, vīllae.**

240. Si tū valēs, bene est; ego quoque valeō. Nōn jam fēriae sunt.[2] Nōn jam in vīllā rūsticā habitāmus. Nunc in viā angustā Rōmae habitāmus. Nunc ego et amīcī meī lūdum cotīdiē frequentāmus. Ibi poētās recitāmus, praesertim Vergilium.[3] Quam difficile est verba poētae

in memoriā tenēre! In lūdō nostrō linguae Latīnae et verbīs poētārum operam multam damus. Sī bene recitō, laudor.[4] Sī male recitō, culpor. Laudārisne sī bene in lūdō tuō recitās? Culpārisne sī male recitās? Interdum ab Orbiliō[5] laudor, sed saepius (*oftener*) ab Orbiliō culpor. Quod ferulam habet, semper Orbilius ā mē et amīcīs meīs timētur. Ab nūllīs puerīs noster magister dūrus amātur et probātur. Nōs ab Orbiliō maximē terrēmur. Tūne et amīcī ā magistrō vestrō terrēminī? Sed sine dubiō vōs bonī puerī estis et semper ā magistrō laudāminī. Pater meus dīcit (*says*), "Puerī bonī ā magistrō semper laudantur. Magistrī bonī ā puerīs malīs semper timentur. Sine dubiō, Pūblī, ā magistrō bonō docēris." Verba eius nōn probō. Sed nunc verbīs Vergilī operam dare dēbeō. Valē, mī amīce (*my friend*).

241. Notes

1. The Romans wrote most of their letters on wax-coated tablets (*tabellae*), several of which might be fastened together by wire hinges. A thread was passed around the tablets and securely tied. Then softened beeswax was dropped on the knot and a seal applied to the wax. The seal protected the letter from inspection and attested its genuineness. Letters were sent by means of special messengers, friends, traders, and travelers who might be going in the desired direction.

ROMAN WRITING MATERIALS

2. **Nōn . . . sunt**, literally, *not now the holidays are*. How do you express this idea in good English?

3. Virgil was the most famous of Roman poets. After his time his poems were studied by pupils in the Roman school.

4. **Laudor**, *I am praised*. This is the first person singular present *passive* indicative, as shown by the personal ending **-r**. The personal endings of the passive voice are

Singular	*Plural*
1. **-r**, *I*	**-mur**, *we*
2. **-ris**, *you*	**-minī**, *you*
3. **-tur**, *he, she, it*	**-ntur**, *they*

The present passive indicative is inflected by adding the passive personal endings to the present stem:

FIRST CONJUGATION

Singular

vocor, *I am called, I am being called*
vocāris, *you are called, you are being called*
vocātur, *he (she, it) is called, he is being called*

Plural

vocāmur, *we are called, we are being called*
vocāminī, *you are called, you are being called*
vocantur, *they are called, they are being called*

The present passive of verbs of the second conjugation is formed in the same way. See the Appendix, page 21.

Observe that **laudāor** is shortened into **laudor**.

5. **Ab Orbiliō laudor**, *I am praised by Orbilius*. **Orbiliō** tells by whom I am praised. The person doing something, when the verb is passive, may be called *the personal agent*, which means the same thing. The idea of agent is expressed in Latin by the preposition **ā** (**ab**), *by*, with its noun in the ablative case.

Ab is used when the following word begins with a vowel or *h*; before other words either **ā** or **ab** may be used.

Note carefully that the idea of personal agent can occur only when the verb is in the passive voice telling what is done to the subject; that the agent is always a person; and that a preposition (**ā, ab**) is always used. Agent is thus characterized by three *p's*: *p*erson, *p*reposition, *p*assive voice.

242. Three Ideas in the Subject

You have learned that the subject of a verb is the one who does something, the doer of the action expressed by the verb. But this is true only when the verb is in the active voice. When the verb is in the passive voice, the subject is the recipient of the action. A subject of the verb *to be*, as in "He is a poet," is neither the doer of an action nor the recipient of an action, but tells simply who is something.

243. Vocabulary

New Word	Related Word	Meaning
va'leō, valē're	invalid	*be well, be strong*
rūs'ticus, -a, -um	rustic	*country, rural*
frequen'tō, frequentā're	frequent	*attend*
praeser'tim, *adv.*		*especially*
ver'bum, -ī, *n.*	verbal	*word*
memo'ria, -ae, *f.*	memory	(Meaning?)
te'neō, tenē're		*hold*
o'pera, -ae, *f.*	operate	*work, attention*
ma'le, *adv.*	*malus*	(Meaning?)
ā, ab, *prep. with abl.*		*by; from, away from*
dū'rus, -a, -um	durable	*hard, cruel*
si'ne, *prep. with abl.*		*without*
du'bium, du'bī, *n.*	dubious	*doubt*

244. Application of Latin to English

1. Explain the meaning of the italicized words:

a. This view is absolutely *untenable*.
b. To all my pleas he remained *obdurate*.
c. There was *indubitable* evidence of his guilt.
d. The *verbosity* of the speaker soon disgusted the audience.
e. The defendant refused to *inculpate* himself.
f. He ended his warning with the words *Verbum sat sapienti*.
g. He held to his views with the utmost *tenacity*.
h. The *disapprobation* of the crowd was at once apparent.

2. **Verbum**, *word*, is of importance in English grammar. The *verb* is so called because it is the one kind of word necessary to a sentence. An ad*verb* is a word used with a verb. A *verb*al dispute is one which centers about the meanings of words. *Verb*iage is the use of many words with little sense. A *verb*ose person is wordy. A pro*verb* is a word put forth (*pro*), that is, in public, a common saying.

3. *Word* and **verbum** are cognate words; that is, while *word* is Anglo-Saxon and **verbum** is Latin, they both go back to a common parent tongue. See Lesson 78.

Drill and Review

245. Add the passive personal endings to the stems **probā-** and **docē-**, and give all the meanings of the resulting forms.

246. Decline **verbum**, **opera**, and **imperium**.

247. State the person, number, voice, and meaning of

adōrantur	dēlectāminī	movēris	respondet
appropinquātis	docētur	nāvigant	rīdent
clāmāmus	intrāmus	portor	sedet
culpāris	laborātis	probātur	spectāmus
dēbent	mōnstrantur	pugnāmus	timentur
culpātur	nārrantur	moventur	docent

248. Express in Latin the italicized words:

A story is told *by the lady, by the little boy, by the Roman messengers, by my friend Flaccus, by many farmers, by our friends.*

249. Change the following sentences from the active to the passive, or from the passive to the active:

1. Terentia fābulam nārrat.
2. Cēna ā servīs parātur.
3. Exspectāmur ab amīcīs nostrīs.
4. Rōmānī Italiam amant.
5. Servae statuās movent.
6. Vir ā nautā monētur.

250. Proceed as in previous exercises:

1. Vir *scūtum* tenet. 2. Scūtum lātum ā *virō* tenētur. 3. *Nūntius* verba tua exspectat. 4. Tua verba ab *nūntiō* exspectantur. 5. Praesertim dūrum est sine amīcīs esse. 6. Fābulae longae ā *fēminīs puellīs* nārrantur. 7. Villae, nōn silvae, ab *virīs* habitantur. 8. Vir dūrus ā *multīs* timētur, et *multōs* timet. 9. Dōna *deīs* dēbentur. 10. *Timidae* puellae ā nautīs terrentur. 11. Nōnne vocāris ā fīliō tuō? 12. Ā *Mercuriō* imperia deōrum *virīs* nūntiantur. 13. Valetne agricola? Estne validus agricola? 14. Juppiter ab antīquīs pater deōrum vocātur. 15. Verba Vergilī, poētae clārī, ab magistrō laudantur. 16. Num * malōs puerōs laudāmus? Num bonōs puerōs culpāmus?

* **Num** introduces a question that expects a negative answer. Translate, *We do not praise bad boys, do we?* You will find in the sentences of section 250 a question expecting the answer "Yes," and two expecting the answer "No."

LESSON 26

IN A ROMAN DINING-ROOM*

Study the illustration before reading the following passage.

You will meet the ablative case of the interrogative and personal pronouns in this lesson. Give rapidly all possible forms of **quem, eās, ego, tē, eōs, nōs, cuius, mihi, nōbīs, amīcīs, eīs, tibi, puerī, eī, quī, sī, mē, salvē, certē.**

251. Triclīnium Rōmānum ā nōbīs[1] in hāc pictūrā vidētur. Triclīnium est locus ubi Rōmānī cēnant. Est[2] triclīnium Flaccī.

Jam est nōna hōra,[3] et Flaccus cum amīcīs[4] cēnat. Terentia et fīliae eius in triclīniō nōn adsunt. Quot convīvae[5] cum Flaccō adsunt? Anna, quot convīvae ā tē videntur? Cornēlī et Mārce, quot ā vōbīs videntur? Quōcum,[6] discipulī, convīvae hīc cēnant? Quibuscum cēnat Flaccus?

A mē mēnsa parva et lectī[7] videntur. Videnturne ā vōbīs? Lectī trēs circum mēnsam parvam locantur. Flaccus et amīcī eius nōn sedent, sed circum mēnsam in lectīs accumbunt (*recline*). Flaccus tertius ā sinistrā accumbit (*reclines*). Prope Flaccum est amīcus eius maximē clārus.[8]

* For a description of a Roman dinner read one of the following passages:
FOWLER. Social Life at Rome, pp. 277–284.
DAVIS. A Day in Old Rome, pp. 120–121.
JOHNSTON. Private Life of the Romans, pp. 183–214.
MCDANIEL. Roman Private Life, pp. 117–136.
WOLFSON. Ancient Civilization, pp. 86–87.

Ā sinistrā servus intrat. Ab eō ferculum portātur. In ferculō est cibus.[9] Ubi cibus parātur? Ā quibus cēna

ROMANS AT DINNER

Roman men at dinner reclined on couches that were arranged as in this picture. They helped themselves to the food, which the servants had placed on the table between the couches

parātur? Cēna in culīnā ā servīs[10] parātur, et nunc in triclīnium ab servō portātur. Ā dextrā servus ex triclīniō aquam et mappās[11] portat.

Ante mēnsam puer stat. Vidēturne puer ā vōbīs? Est Pūblius, fīlius Flaccī. Carmen (*A poem*) ab eō dēclāmātur.[12] Sine dubiō carmen eius convīvās dēlectat et ab eīs laudātur. Nam "Optimē, Pūblī," clāmant convīvae, "dēclāmās." Flaccus laetus sedet.

252. Notes

1. **Nōbīs** is governed by the preposition **ā** and therefore is in the ablative case. The ablative *plural* of the personal and interrogative pronouns is like the dative. The ablative singular (and also the nominative singular) follows:

Nom.	**quis**	**ego**	**tū**	**is**	**ea**	**id**
Abl.	**quō**	**mē**	**tē**	**eō**	**eā**	**eō**

Observe that the ablatives **mē** and **tē** are like the accusative; and that the ablatives of **quis** and **is** are like the corresponding forms of nouns of the first and second declensions.

A BAKER'S SHOP

Bread was usually bought by the Romans at public bakeries

2. **Est**, *It is.*

3. The principal meal of the Roman day began between three and four o'clock in the afternoon. Breakfast and luncheon were light meals. The dinner was a somewhat formal affair at which guests were usually present, and the food and service were as elaborate as the host could afford. The dinner lasted three or four hours, or until bedtime. The Romans usually went to bed early and rose early.

4. **Cum amīcīs**, *with friends.* **Cum** is a preposition governing the ablative. The phrase expresses *accompaniment.*

5. The usual number of persons at dinner was nine.

6. The preposition **cum** is regularly attached to the inter-

rogative pronoun and to the personal pronouns of the first and second persons: as, **mēcum**, *with me*; **vōbīscum**, *with you*; **quōcum**, *with whom?* What does *Pax vobiscum* mean?

7. At dinners the Romans reclined on couches. Three couches were placed on three sides of a table. The fourth side was open and allowed the servants to approach the table. The table itself was small, but often beautiful and costly.

8. A distinguished guest was placed on the couch nearest the host.

9. The food was brought to the dining-room on trays, from which the guests helped themselves.

10. What does **servīs** tell? What is this idea called?

11. Water and napkins were needed between the courses, as the Romans ate with their fingers.

12. At dinners it was not uncommon for someone to read or recite poetry for the entertainment of the guests.

253. Review the complete declensions of the personal and interrogative pronouns as given in the Appendix, pages 15, 17.

254. **Vocabulary**

New Word	Related Word	Meaning
nō′nus, -a, -um	*novem*	*ninth*
cum, *prep. with abl.*		*with*
convī′va, -ae, *m.*	convivial	*guest*
lec′tus, -ī, *m.*		*couch*
lo′cō, locā′re	locate, *locus*	(Meaning?)
ter′tius, -a, -um	*trēs*	*third*
sinis′ter, -tra, -trum		*left*
fer′culum, -ī, *n.*		*tray*
ci′bus, -ī, *m.*		*food*
cē′na, -ae, *f.*	*cēnō*	*dinner*
map′pa, -ae, *f.*		*napkin, towel*
dex′ter, -tra, -trum	dexterity	*right*

New Word	Related Word	Meaning
ē, ex*, *prep. with abl.*	exit	*out of, from*
dē'clāmō, dēclāmā're	declaim, *clāmō*	(Meaning?)
op'timē, *adv.*	optimist	*very well*

255. Application of Latin to English

Prefixes in Latin and English. There are about thirty important Latin prefixes which appear in thousands of English words. You have met some of them as prefixes in Latin with the same force as they have in English. Others you have met in Latin as *prepositions* with similar meanings. Read carefully the following sentences and see how many of the italicized prefixes you understand:

1. The gang *ab*ducted the son of a millionaire. 2. The leader of the men *a*verted a strike. 3. The *ad*vent of winter was earlier than usual. 4. A relative pronoun agrees with its *ante*cedent in gender, person, and number. 5. The pupils *bi*sected the angle. 6. Magellan was the first to *circum*navigate the globe. 7. *And* is a *con*junction. 8. He *contra*dicted everything I said. 9. The people *de*posed the king. 10. The wind *dis*pelled the smoke. 11. The principal *ex*pelled the pupil. 12. The disorderly player was *e*jected from the grounds. 13. It was an *extra*ordinary victory. 14. The minstrel was *in*firm and old. 15. The enemy *in*vaded our country. 16. We *im*port many articles at New York. 17. The United States favors *inter*national peace. 18. They organized an *intra*urban baseball league. 19. Poverty may sometime be *non*existent. 20. He *ob*jected to my argument. 21. The coat was im*per*vious to the rain. 22. He added a *post*script to the letter. 23. The weather man *pre*dicts rain for tomorrow. 24. The missile was *pro*jected ten miles. 25. The flood gradually *re*ceded. 26. There is no *pro*gress, but an actual *retro*gression. 27. South Carolina was the first state to *se*cede from the Union. 28. We have *semi*annual promotions. 29. The *sub*marine at once *sub*merged. 30. He showed almost *super*human endurance. 31. The first *trans*atlantic air voyage was made by Americans.

* **Ex** is used when the next word begins with a vowel or **h**. Before other words either **ē** or **ex** is used.

Drill and Review

256. Conjugate **videō** in the present indicative, active and passive, and give the meanings.

257. What one idea is expressed by the genitive? by the dative? What two ideas are expressed by the nominative, accusative, and ablative? What are the three *p's* of agent?

258. Express in Latin the italicized words:

1. She walks *with Cornelia*. 2. I work *with the strong men*. 3. You study *with him*, and he studies *with me*. 4. They work *with us*. 5. Rome was inhabited *by the Romans*. 6. Latin is liked *by me, by you*, and *by her*. 7. Go *out of the temple*. 8. Come *out of the streets*.

259. Complete the following sentences:

1. (*In the wide gardens*) ambulant.
2. In templum (*with you*) properant.
3. Fābulam (*to her and to us*) nārrant.
4. Agricolae (*by you and me*) laudantur.
5. Cibus (*out of the villa*) portātur.
6. Cūr (*into my garden*) properātis?

260. Give the Latin for

I am taught. You (sing.) are frightened. It is inhabited. We are adorned. You (plur.) are praised. They are moved.

261. Proceed as in previous exercises:

1. Ab *eā* cēna tua laudātur. 2. Cibus *noster* ab eō laudātur. 3. Imperia Rōmānōrum *eīs* ab *nūntiō* nūntiantur. 4. Gladiī et scūta ab eīs *portantur*. 5. Quis mēcum hodiē cēnat? 6. Locus *tertius* est meus. 7. Quibuscum trāns viam properās? Quibus cibum dās? 8. Puerī, male labōrātis; itaque *ā* mē nōn laudāminī. 9. Hōra cēnae Rōmānae erat nōna. 10. Nunc *magnō in perīculō* sumus.

LESSON 27

THE CIRCUS MAXIMUS *

The Circus Maximus was the oldest, the largest, and the most popular of the places where great public shows were given in Rome. In shape the structure was like a much elongated letter U. Shows of several kinds were given in the Circus (the word **circus** means a *ring*), but the most important were the chariot races. It is said that several hundred thousand spectators could be accommodated.

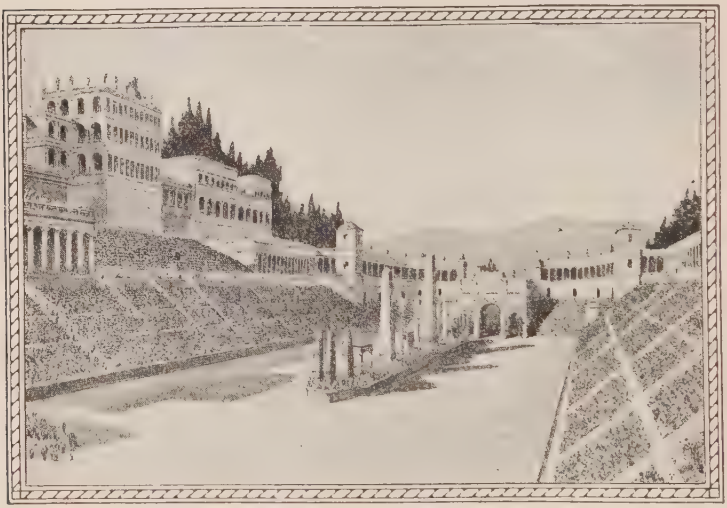
Speed cannot have been the most important part of a chariot race to the Roman spectator. The sandy surface of the track, the narrowness of the course, and the sharp turns made against speed. The likelihood of mishap to the chariots and the constant danger of both the horses and their drivers probably gave the spectators the excitement they craved.

Give rapidly all the possible forms of **amīcō, rogō, puerī, mihi, eī, bellī, cui, quī, quid, morā, mora, bella, nauta, nautā, mētās, quibus.**

262. Multae in lūdō Rōmānō sunt fēriae. Puerī Rōmānī fēriās amant. Hodiē in lūdō Pūblī sunt fēriae. Itaque Flaccus cum Pūbliō et amīcō Pūblī ad Circum Maximum properat, ubi lūdī Circēnsēs[1] habentur. Intrant et in subselliīs sedent. Circum eōs magnus numerus virōrum et fēminārum congregātur; nam spectācula et lūdī ā Rōmānīs magnopere amantur.

* For a description of the Circus Maximus read one of the following passages:
DAVIS. A Day in Old Rome, pp. 384–389.
FOWLER. Social Life at Rome, pp. 299–304.
JOHNSTON. Private Life of the Romans, pp. 229–241.
MCDANIEL. Roman Private Life, p. 154.
SHUMWAY. A Day in Ancient Rome, pp. 69–71.

Certāmen quadrīgārum (*A race of four-horse chariots*) in Circo habētur.* Sed quadrīgae in arēnā nōndum sunt. Igitur Flaccus et puerī ex subselliīs spectātōrēs et arēnam et spīnam spectant. Quam multī spectātōrēs adsunt!



THE CIRCUS MAXIMUS

The scene is just before the start of a chariot race. Note the vast size of the circus

Fortasse rogās, "Quid est spīna?" Arēna longa et angusta Circī mūrō dīviditur.[2] Hic (*This*) mūrus ā Rōmānīs spīna appellātur. Spīna multīs[3] in locīs statuīs[2] equōrum et aurīgārum ōrnātur. Prope terminōs spīnae sunt mētae, trēs columnae. Pūblius et amīcus eius mētās et arēnam et statuās spectant, dum quadrīgās exspectant.

* For a vivid description of a Roman chariot race read the account of the race between Ben Hur and Messala in Lew Wallace's novel "Ben Hur," chap. xiv.

Subitō signum [4] mappā albā [2] datur. Sine morā quattuor quadrīgae in arēnam ruunt (*rush*) et ad mētās volant. Tum spectātōrēs clāmant et aurīgās incitant. Flaccus et puerī quoque stant et clāmant. Culpātisne eōs?

263. Notes

1. **Lūdī Circēnsēs**, *shows of the Circus.* **Lūdus** means *game, play, show,* as well as *school.*

2. **Arēna mūrō dīviditur**, *The arena is divided by a wall.* **Mūrō** tells by what or by what *means* the arena is divided, and is in the ablative case without a preposition. The idea of means is similar to that of agent, but it does not refer to a person, and a preposition is never used. The two ideas of means and agent must, therefore, be carefully distinguished.

In translating an ablative of means the prepositions *by* or *with* may be used. Remember that this use of *by* is expressed in Latin *without* a preposition.

3. The adjective of a prepositional phrase is frequently placed before the preposition, as here. How do you know that **multīs** modifies **locīs**?

4. The chariots rushed forth at a signal from the person who was giving the games. The signal was the dropping of a white cloth.

264. Ideas Expressed by the Ablative Case

The *in* relation (*place where*) is expressed by the ablative with **in**; the *from* relation (*place from which* or *separation*) by the ablative with **ex** (**ē**); the *with* relation (*accompaniment*) by the ablative with **cum**; the *by* relation (if agent) by the ablative with **ab** (**ā**); the *by* (*with*) relation (if means) by the ablative without a preposition.

We sometimes express the idea of means in English without a preposition, as in "They fought *tooth and nail.*

AWAITING THE START OF THE CHARIOT RACE

Sometimes the chariots were located in stalls behind double doors, which swung outward when the signal for the start was given. Sometimes they were drawn up behind a line, as pictured here

265. Vocabulary

New Word	Related Word	Meaning
fē′riae, -ā′rum, *f. plur.*		*holidays*
subsel′lium, subsel′lī, *n.*		*seat, bench*
nu′merus, -ī, *m.*	enumerate, *numerō*	(Meaning?)
con′gregō, congregā′re	congregate	(Meaning?)
spectā′culum, -ī, *n.*	spectacle	(Meaning?)
quadrī′ga, -ae, *f.*		*four-horse chariot*
arē′na, -ae, *f.*	arena	*sand, course, arena*
nōn′dum, *adv.*		*not yet*

New Word	Related Word	Meaning
i′gitur, *conj.*		*therefore*
spectātō′rēs	spectators	(Meaning?)
appel′lō, appellā′re		*call, name*
aurī′ga, -ae, *m.*		*charioteer*
ter′minus, -ī, *m.*	terminus	(Meaning?)
mē′ta, -ae, *f.*		*goal*
dum, *conj.*		*while*
su′bitō, *adv.*		*suddenly*
sig′num, -ī, *n.*	sign	(Meaning?)
mo′ra, -ae, *f.*		*delay*
in′citō, incitā′re	incite	(Meaning?)

266. Application of Latin to English

1. Explain the meaning of the italicized words:

a. The man was charged with *inciting* the strikers to violence.
b. Man is said to be a *gregarious* animal.
c. The buffalo is threatened with *extermination.*
d. The commission on international debts declared a *moratorium.*
e. Mr. Smith has been *designated* for the position.
f. The cyclone has done *irreparable* damage.

2. **Congregāre**, *to gather together*, is formed from the noun **grex**, *a flock* or *herd*. The idea of a flock with its shepherd is closely associated with the church, since con*greg*ation means literally flock, while pastor literally means shepherd. When an educational institution is said not to have coeducation but se*greg*ation, it means that the boys and girls flock apart (*se-*) from each other, that is, by themselves. When the sales for a year amount in the ag*greg*ate to so much, they amount to this when all are herded or lumped together. A *greg*arious person is one who likes to flock with others. An e*greg*ious blunder is one out of (*ex-*) the common herd and, hence, extraordinary, remarkable.

3. The modern circus gets its name from the Circus Maximus, described in this lesson. When you go to a circus today and see a chariot race, you are doing what Roman boys did two thousand years ago. Before the modern circus begins, there is usually a procession, and in this, too, we are following the ancient custom of opening the events in the Circus Maximus with a grand procession.

Drill and Review

267. Conjugate **appellō** in the present passive indicative.

268. Review the tenses of English verbs (§ 34).

269. What ideas are expressed by the ablative case?

270. Express in Latin the italicized words:

1. They walk *with the boys*. 2. He fights *with a javelin*, and they fight *with swords*. 3. They carry the grain *by means of carts*. 4. You are praised *by your friends*. 5. Give it *to me*. 6. Come *to me*. 7. She delights the lady *with a rose*. 8. We are hindered *by the delay*. 9. The races were started *by signals*. 10. The children are cared for *by kind servants*.

271. Proceed as in previous exercises:

1. Italia ab *Rōmānīs* habitātur. 2. Fābulae *magistrōrum* ā discipulīs probantur. 3. *Cum dīligentiā* servī in hortō labōrant. 4. Puerī *pecūniā* dēlectantur. 5. Quī librīs nōn docentur? 6. Deī et deae *dōnīs* dēlectantur. 7. Ā quō signum datur? 8. Templa *rosīs* nunc ōrnantur. 9. Verbīs *magistrōrum* incitāmur. 10. Magnus numerus carrōrum in viīs vidētur. Quid carrīs portātur? 11. Vīlla Rōmāna pictūrīs et statuīs ōrnātur, sed paucās cathedrās in ātriō habet.

272. Review Word List 5, in the Appendix, page 6.

LESSON 28

PUBLIUS WATCHES THE RACES

273. Sexte, herī in lūdō [1] nōn eram (*was*), sed lūdōs [1] in Circō [2] spectābam.[3] Tūne quoque lūdōs spectābās? Quīntus, amīcus noster, mēcum sedēbat. Is quoque lūdōs magnō cum gaudiō [4] spectābat. Prīmum certāmen quadrīgārum vidēbāmus.

Dum quadrīgās exspectāmus,[5] arēnam spectābāmus. Prope [6] nōs multōs amīcōs vidēbāmus. Soror mea tua in Circō tēcum sedēbat? Nōnne nōs vidēbātis? Sed fortasse tū et soror tua longē ā [7] nōbīs sedēbātis. Nōs igitur nōn vidēbātis.

Quam dūrum est signum et quadrīgās exspectāre! Per ūnam hōram exspectābāmus.

Tandem signum datum est (*was given*). Tandem quattuor quadrīgae per arēnam volābant. Ego albātam,[8] russātam Quīntus incitābat. "Occupā locum interiōrem![9] Laxā habēnās!" clāmābam. Et diū aurīga meus priōrem locum[10] tenēbat. Jam victōriam spērābam, cum (*when*) subitō aurīga in terram rotā frāctā [11] jactātur. In arēnā jacēbat et trāns corpus eius (*his body*) cēterae quadrīgae volābant. Nōn jam aurīga spīrābat. Ō mē miserum! Horrēbam. Lacrimae oculōs meōs implēbant. Tacēbam.

Sed circum mē spectātōrēs laetī "Russāta palmam habet!" clāmābant. Stābant et victōriam russātae verbīs probābant.

274. Notes

1. Remember the two meanings of **lūdus** (§ 263, n. 1).

2. What does **Circō** tell? How is the idea expressed?

3. **Spectābam,** *I was looking at.* This is the past progressive, or imperfect, tense of **spectō.** The past progressive tense represents an action as taking place in past time: as, *He was working.* In Latin it is formed of three elements: (1) the present stem; (2) the sign of the past progressive tense, **-bā-**; (3) the personal endings (**-m,** not **-ō,** is the ending of the first person singular): as, **vocā-ba-m,** *I was calling*; **monē-ba-m,** *I was warning.* The other persons have the same active personal endings with which you are already familiar, and you will have no difficulty in recognizing them. The only new element is the tense sign **-bā-.** Watch sharply for verbs containing it. If necessary, consult the Appendix, page 21.

We are not as accurate in the expression of tense ideas as the Romans were. Thus you will find that the English past simple often sounds more natural than the English past progressive as a translation of the Latin past progressive.

4. **Cum** with the ablative, like English *with,* frequently expresses the *manner* of an action.

5. **Dum . . . exspectāmus,** *while we were awaiting.* **Dum** with the present tense expresses the past progressive idea.

6. What part of speech is **prope**?

7. **Ā** (**ab**) means *from, away from,* as well as *by.*

8. When a Roman gave a public show of races in the Circus, he hired the teams and their drivers from the great racing organizations which existed in Rome. These organizations had large establishments of men and horses, even larger than those maintained by modern racing stables. As the chariots were distinguished by the colors worn by the drivers, the organizations came to be named popularly from the colors: as, **albāta,** "the White"; **russāta,** "the Red." Great rivalry existed between the organizations.

A ROMAN CHARIOT RACE

The difficulty and the danger in making the turn of the spina in a chariot race is well shown in this picture

9. **Locum interiōrem**, *the inner position*, that is, "the pole," "the inside track." The position next the spina was naturally one of advantage to the charioteer.

10. **Priōrem locum**, *the lead.*

11. **Rotā frāctā**, *because of a broken wheel.*

275. The Past Progressive Active Indicative

Vocābam, *I was calling*, is another illustration of the Latin method of expressing differences in ideas by *changes* in the *form* of words, while in English these ideas are expressed by *separate words*. The old form *calledst*, still used in solemn style, as in the Bible, shows the same three elements as **vocābam**: a stem, *call-*, a tense sign, *-ed-*, and a personal ending, *-st*. Thus **vocābās** and *calledst* correspond closely.

Examine now the inflection of the past progressive (imperfect) active indicative of **vocō** and **moneō** as given in the Appendix, page 21, and note carefully the differences and any other points that should be observed.

The vowel of the tense sign **-bā-** becomes short before the personal endings **-m**, **-t**, and **-nt**.

276. Vocabulary

New Word	Related Word	Meaning
he′rī, *adv.*		*yesterday*
gau′dium, **gau′dī**, *n.*		*joy*
prī′mum, *adv.*		*at first, first*
so′ror, *f.*	sorority	*sister*
lon′gē, *adv.*	*longus*	*far*
oc′cupō, **occupā′re**	occupy	(Meaning?)
la′xō, **laxā′re**	relax	*let out, loosen*
habē′na, **-ae**, *f.*		*rein*
di′ū, *adv.*		*long, for a long time*
victō′ria, **-ae**, *f.*	victory	(Meaning?)

New Word	Related Word	Meaning
spē′rō, spērā′re	despair	*hope, hope for*
ro′ta, -ae, *f.*	rotation	*wheel*
jac′tō, jactā′re		*toss, throw*
ja′ceō, jacē′re	adjacent	*lie*
cē′terī, -ae, -a	et cetera	*the other, the rest*
spī′rō, spīrā′re	respiration	*breathe*
hor′reō, horrē′re	abhor	*shudder*
la′crima, -ae, *f.*		*tear*
o′culus, -ī, *m.*	oculist	(Meaning?)
im′pleō, implē′re	*plēnus*, complete	*fill*
ta′ceō, tacē′re		*be silent*
pal′ma, -ae, *f.*	palm	*prize, victory*

277. Application of Latin to English

1. Explain the meaning of the italicized words:

a. The earth *rotates* about its axis once every twenty-four hours.
b. The book is *replete* with humor.
c. Tears are produced in the *lachrymal* glands.
d. Despite his natural *reticence* he finally told the whole story.
e. The sight was *abhorrent* to me.

2. A *tacit* agreement is one that exists without any words to that effect. Compare "Silence gives consent."

3. See how many derivatives you can discover from **spīrāre**, *to breathe*. Try putting before the word the prefixes you know. Consult an English dictionary,* looking first for words beginning with *spir*, then for the various prefixes followed by *spir*.

4. What letter has been lost in *expect*, *expire*, and *expatiate*? Why is *abhorrent* spelled with two *r's*?

* Each pupil should own, if possible, an English dictionary which shows the language origin of English words, such as Webster's Secondary School Dictionary, The Concise Oxford Dictionary, and the Desk Standard Dictionary.

Drill and Review

278. What two ideas are expressed by the Latin present tense? What does the name of the *past progressive* tense tell you about the idea it expresses?

279. Add the past progressive tense sign and then the personal endings to the present stems of **laudō** and **videō**. Accent each word, pronounce, and translate.

280. Divide the following forms into stem, tense sign, and personal ending, and translate them:

tacēbat	horrēbās	spīrant
replēbāmus	jactātur	amābat

281. Decline **gaudium magnum** and **victōria vestra**.

282. Express in Latin the italicized words:

1. *I was working,* but *you were sitting* in the garden. 2. *We were walking* out of the villa. 3. *He was announcing* the victory. 4. *They were hurrying* across the street.

283. Complete the following sentences:

1. (*With joy*) in lūdō labōrāmus.
2. (*Toward the wall*) pīla (*they were carrying*).
3. (*Far from you*) habitō.
4. Nāvicula (*by the wind*) movētur.

284. Proceed as in previous exercises:

1. Dum spīrō, spērō. 2. Italia nōn longē ā *Graeciā* est. 3. Victōria cōpiārum nostrārum ā *nūntiīs* nūntiātur. 4. Cūr horrēbās? Nōsne timēbās? 5. Lacrimae fēminārum miserārum *eōs* movēbant. 6. *In Italiā* nōn diū manēbant. 7. Rōmānī terram *eōrum* occupābant. 8. *Amīcī meī* sententiam probābātis. 9. Eī *sedēbant.* Ego nōn *sedēbam.* 10. Ante oculōs meōs cōpia pecūniae jacēbat. 11. Neque vōs neque cēterī virī stābātis.

THE ROMAN FORUM AS IT APPEARS TODAY

LESSON 29

ROME GREW; ROME FELL

Give the forms of **amābās, probās, superbās, stābam, superbam, lūdō, laudō, habēte, habētis, terrās, terrēs, respondet, respondēbant.**

285. Rōma nōn semper erat magna et pulchra. Prīmum Rōma ab incolīs paucīs habitābātur.[1] Per multōs annōs Rōmānī oppidum parvum et miserum habitābant. Aedificia diū erant parva, et angustae erant viae oppidī. Validī virī in agrīs labōrābant aut in bellō cum vīcīnīs pugnābant. Semper Rōmānī appellābantur bellicōsī. Vīcīnī quoque Rōmānōrum bellicōsī erant, sed ā Rōmānīs superābantur. Saepe agrī eōrum ā Rōmānīs vāstābantur et multa praeda in oppidum portābātur. Tandem imperium Rōmānōrum maximum erat.

Nōn sōlum in Italiā sed etiam in aliīs (*other*) terrīs Rōmānī pugnābant. In Graeciā, Galliā, Asiā, Hispāniā magnā cum glōriā populus Rōmānus pugnābat.

Tandem Rōma magna et splendida erat. Magna et alta erant aedificia Rōmae. Maximē pulchrum et splendidum erat forum Rōmānum.[2] In forō Rōmānō multa templa et ārae vidēbantur. In templīs ante[3] ārās deī[4] ā populō Rōmānō adōrābantur.[5]

Quid in forō Rōmānō hodiē est? Nōn jam templa et ārae in forō sunt. Nōn jam in templīs virī deōs adōrant. Ruīnae in forō hodiē videntur. Pulchrae tamen sunt forī ruīnae. Etiam nunc magna est glōria populī Rōmānī.

286. Notes

1. **Habitābātur** is a form of the past progressive (imperfect) passive indicative. This tense is like the corresponding active tense except that the passive personal endings are used instead of the active. You will have no difficulty in recognizing these forms. Watch sharply for the tense sign **-bā-**.

2. The Roman Forum was the center of Roman life for over a thousand years. About it cluster more historical associations than about any spot of equal size on the globe.

In the earliest days of the city the Forum was a market place, where men gathered for barter and trade from the seven hills, on which there were then settlements. When the several settlements were united to form Rome, the Forum gradually ceased to be a market place and developed into a center for the commercial, religious, civil, legal, and political life of the city. Here assemblies of the people were held. Here was the senate house. Here were the courts. Here stood beautiful temples in honor of the great deities of Rome.

During the Middle Ages the buildings of the Forum were

almost wholly destroyed and their remains buried in rubbish, so that the ancient pavement is now many feet below the present level of the ground.

3. What part of speech is **ante**? What case does it govern?

4. What are the possible forms of **deī**? Why is it not likely to be genitive singular? In what case is it?

5. How does **adōrābantur** settle definitely the form of **deī**?

287. The Past Progressive of the Model Verbs

Review the conjugation of the model verbs **vocō** and **moneō** throughout the first two tenses of the indicative, active and passive, as given in the Appendix, pages 20–21.

288. The Use of the Appendix

You have already been making constant use of the Appendix, but if you will get an idea of its contents as a whole, you will find that it can be of much more service to you. Turn now to page 1 of the Appendix. Observe that it extends to page 28. It contains, systematically arranged, all the facts of vocabulary, syntax, and inflection which you will need to learn during the year.

Turn to page 10 of the Appendix, where you will find a section called Summary of Inflections. This contains all the declensions, conjugations, and comparisons that you will study this year. Regard it as a kind of map of the territory to be conquered during the year. You will see the unknown part of this territory gradually reduced. With this "map" you should become very familiar.

When you have occasion to review forms, you will find it will save time to know where they are in the Appendix. Furthermore, by using the Appendix you will see the relationship of each small group of forms to the entire unit of which it is a part, and you will have a better grasp of that field as a whole.

Turn now to page 4 of the Appendix, where you will find a series of Vocabulary Reviews, containing the words that are to be learned during the year. Upon the thorough mastery of these words your success next year largely depends. Aim for 100-per-cent mastery.

On pages 27–28 is a list of the grammatical principles included in this book, with references to the lessons where they were first developed.

289. Vocabulary

New Word	Related Word	Meaning
in′cola, -ae, *m.*		*inhabitant*
op′pidum, -ī, *n.*		*town*
a′ger, a′grī, *m.*	*agricola*	*field*
aut, *conj.*		*or*
vīcī′nus, -ī, *m.*	vicinity	*neighbor*
bellicō′sus, -a, -um	*bellum*	*warlike*
su′perō, superā′re	*super*	*overcome, defeat*
vās′tō, vāstā′re	devastate	*lay waste*
prae′da, -ae, *f.*		*booty, prey*
nōn sō′lum . . . sed et′iam		*not only . . . but also*
glō′ria, -ae, *f.*	glory	(Meaning?)
po′pulus, -ī, *m.*	population	(Meaning?)
ruī′na, -ae, *f.*	ruin	(Meaning?)
ta′men, *conj.*		*nevertheless, yet*
et′iam, *adv.*		*even*

290. Nouns and Adjectives ending in *-er*

Note that in the declension of **ager** the **e** before **-r** is dropped in the genitive singular (**agrī**) and in the other cases, while in the declension of **puer** the **e** is retained (**puerī**). English derivatives come from the form found in the genitive, and hence show whether the **e** is dropped or retained in the Latin declension of a noun or adjec-

tive ending in **-er**. Thus, *puer*ile shows that **puer** keeps the **e** in the genitive; *agri*culture shows that **ager** drops the **e**. What do the derivatives *magistr*ate and *miser*y show regarding the declension of **magister** and **miser**?

291. Application of Latin to English

1. Explain the meaning of the italicized words:

a. Congress passed an *agrarian* bill for the benefit of the farmers.
b. The wolf is a *predatory* animal.
c. The difficulties appeared *insuperable*.
d. The *depredations* of the outlaws must be stopped.
e. The city was almost *depopulated* by the flood.

2. Why is a *terrier* so called?

3. From **magnus**, *great*, comes *magn*itude, greatness. A *magn*ate is a great man, a man of distinction. *Magn*ificent means literally "doing great things," that is, great in action or position. A *magn*ifying glass is one that makes objects great or large. A *magn*animous person is big-hearted. Explain *magn*animity. **Magnus** appears, much changed, in "the *main* point," that is, the big point. "*Magna* vox" means big voice, that is, loud speaker.

Drill and Review

292. Give the stem, tense sign (if there is one), and personal ending of each of the following forms, and then translate it:

portābar	probābātur	vidēmur	salūtābāminī
laudābāmur	appellābāmur	dēsīderātur	incitābar
habēbātur	sedēs	dabātur	movēbātur
portābantur	portantur	labōrābat	labōrat

293. Conjugate **superō** in the present and past progressive (imperfect) indicative, active and passive.

294. Decline **oppidum, ager noster, ager lātus.**

295. Answer in Latin:

1. Quī cum Rōmānīs pugnābant?
2. Quibuscum Rōmānī pugnābant?
3. Quī ā Rōmānīs superābantur?
4. Quōrum agrī ā Rōmānīs vāstābantur?
5. Ubi Rōmānī pugnābant?

296. Complete the following sentences and translate:

1. Ager ab agricol— arā—.
2. Agrī Rōmānōrum ā vīcīn— nōn vāstāba—.
3. Virī agrōs equ— arāba—.
4. Deī ā puer— et puell— adōrāba—.
5. Ab amīc— ego salūtāba—.

297. Proceed as in previous exercises:

1. Nōn sōlum in oppidō sed etiam in agrīs *cum gaudiō* manēbāmus. 2. Oppida vīcīnōrum ā *Rōmānīs* celeriter occupābantur aut vāstābantur. 3. Praeda multa *in oppidum* ā virīs portābātur. 4. Inter oppidum et agrōs *spatium apertum* ā nōbīs vidētur. 5. Eum in viā nōn videō; tamen eum exspectō. 6. Populus Rōmānus prīmum *incolās* Italiae superābat. 7. Cēterī populī ā *nōbīs* superābantur. 8. Neque praeda neque cibus *ex silvīs* ā virīs *carrīs* movēbātur. 9. Quis tibi respondēbat? 10. *Meus amīcus* longē ā mē inter agrōs habitābat. 11. Mediō in oppidō erat *templum*. 12. Etiam tū *nūllam pecūniam* habēbās.

LESSON 30

THE DELIGHTS OF TOWN*

Give the forms of **vāstās, praedās, is, es, sumus, summus, populō, occupō, signum, medium, spatium, oppidī.**

298. DECIMUS. Salvē, Lūcī. Herī in lūdō nōn erās.[1]

LŪCIUS. In oppidō cum amīcīs eram. Per viās oppidī ambulābāmus et tabernās spectābāmus; nam[2] amīcī meī pānem (*bread*) et ūvās dēsīderābant. Duo servī nōbīscum[3] ambulābant. Sed tū, Decime, ubi herī erās?

DEC. Ego quoque in oppidō eram. Mēcum erat patruus meus. Ōlim patruus meus in Galliā cum Gallīs pugnābat, sed[4] nunc in Italiā habitat. Villa eius nōn longē ab nostrā abest.[5] Ab eō Italia, patria eius, maximē amātur. Oppidum eum dēlectat. Agricolae[6] agrīs, fēminae[6] villīs et hortīs, sed patruus meus viīs et forō oppidī dēlectātur.

LŪC. Erātisne tū et patruus tuus laetī?

DEC. Maximē laetī erāmus. Diū in forō erāmus. Ibi erant[7] multī virī; erant[7] agricolae validī cum equīs et carrīs; erant fēminae cum puellīs parvīs et puerīs. Circum nōs erat populus laetus. Interdum patruus ab amīcīs salūtābātur, interdum amīcōs salūtābat. Ego tabernās spectābam. Tandem ante tabernam stābāmus, cum (*when*) patruus clāmat: "Ecce, tibi[8] nummōs dō. Tibi aliquid eme (*Buy yourself something*)." Statim crūstula emō. Tum ego quoque oppidō dēlector.

* Read "A Day in Old Rome," by Davis, pp. 15–33.

IN FRONT OF A ROMAN BAKESHOP

The Roman shop was merely a small booth at the front of a building

299. Notes

1. **Erās** is a form of the past progressive (imperfect) of **sum**. Its conjugation follows:

Singular	*Plural*
e′ram, *I was*	**erā′mus**, *we were*
e′rās, *you were*	**erā′tis**, *you were*
e′rat, *he was*	**e′rant**, *they were*

2. **Nam** shows that the sentence will explain the reason for what has gone before.

3. To what words is the preposition **cum** attached?

4. **Sed** shows that the sentence will tell something contrary to what has gone before.

5. **Abest** (from **absum**), *is distant.*

6. **Dēlectantur** is understood with **agricolae** and **fēminae.**

7. **Ibi** means *there* in the sense of *at that place,* as in "Many men were there." A good translation of the second **erant** requires the use of the expletive *there* (which is not expressed in Latin), as in "There were sturdy farmers." The expletive *there* is so called because it *fills up* the place of the subject and enables us to put the subject after the verb.

8. What is the case of **tibi**? What idea does this express?

300. Vocabulary

New Word	Meaning
ū'va, -ae, *f.*	*grape*
pa'truus, -ī, *m.*	*uncle*
ō'lim, *adv.*	*formerly, once*
Gal'lus, -ī, *m.*	*a Gaul* (inhabitant of Gaul)
num'mus, -ī, *m.*	*coin*
sta'tim, *adv.*	*at once, immediately*
crūs'tulum, -ī, *n.*	*cooky, cake*

301. Application of Latin to English

1. Explain the meaning of the italicized words:

a. The aviator reported that the *visibility* was poor.
b. During the conversation he appeared much *preoccupied.*
c. While in New York we visited the *Aquarium.*
d. The façade of the building was very *ornate.*
e. The huge serpent approached with an *undulating* movement.

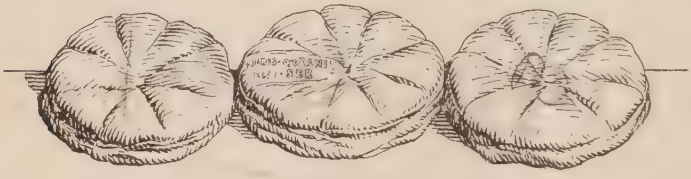
2. *Alarm* is derived from **ad,** *to,* and **arma,** *arms,* and was originally a call "to arms." It then came to mean any warning of danger, and finally a contrivance for waking people.

3. See how many derivatives you can think of from **vidēre,** *to see,* first without prefixes and then with prefixes. Use both the first and last principal parts. Finally consult your dictionary. See if you can devise some kind of drawing by which you can picture the root word and its numerous English branches.

Drill and Review

302. Conjugate **terreō** in the present and past progressive tenses, active and passive.

303. State the person, number, tense, and meaning of **sumus, erātis, es, eram, sunt, erat, erāmus, sum, erant.**



LOAVES OF BREAD

Bread found in the excavations of Pompeii shows the shape and appearance of the loaf as it was sold in the Roman shops

304. What is the case of the italicized words in the following sentences, and what idea is expressed by each word?

1. Gallus ā *Rōmānō gladiō* superābātur.
2. Servus *agricolae equīs* cibum dabat.
3. Magister *eī fābulam* nārrābat.
4. Fīlius *eius mē*cum habitābat.

305. Write in Latin (expressing the pronouns):

1. I am a man. 2. You are a girl. 3. She is a lady. 4. We are Romans. 5. They are servants. 6. I was happy. 7. You were wretched. 8. He was ready. 9. We were grateful.

306. Proceed as in previous exercises:

1. Timidae erātis, sed puerī nōn timidī erant. 2. Cūr tardus erās, Mārce? Quōcum erās? 3. Statim victōria Rōmānōrum *nōbīs* nūntiātur. 4. Procul ab oppidō sunt *agrī lātī*. 5. *Dōna* nōn sōlum vōbīs sed etiam nōbīs dantur. 6. Viae oppidī eōrum *angustae* erant. 7. Sine tē miserī erāmus, sed tēcum sumus laetī. 8. Nōn jam lacrimae in oculīs *puellae* vidēbantur.

LESSON 31

THE EXPLOIT OF HORATIUS

There are many tales and legends of early Rome which show some of the best qualities of the Roman character. The story of Horatius is an example of Roman courage in the face of overwhelming odds. Read one of the accounts of this exploit referred to at the bottom of the page.*

Give all possible forms of **discipulī, tibi, eī, mihi, quī, Rōmānī, vocāminī, audācia, patriā, oppida, puellae, audāciae, nārrat.**

307. Nōta est audācia Rōmānōrum antīquōrum. Hodiē, puerī et puellae, magister vester fābulam dē audāciā Horātī, virī clārī, vōbīs nārrābit.[1] Fortasse ea vōs dēlectābit. Sī verba mea vōs dēlectābunt,[2] fābulam dē Horātiō semper memoriā tenēbitis. Quam validus erat Horātius! Quam fortiter prō patriā pugnābat! Quam clārum exemplum audāciae praebēbat!

Prīmum tabulam Italiae antīquae spectābimus. Mārce, sī tabulam ante nōs tenēbis, tibi grātiam habēbimus.[3] Nunc, discipulī, tabulam spectāte. Locum pugnae mōnstrābō.

Sī tabulam spectābimus, Latium et Etrūriam vidēbimus. Quis hās (*these*) terrās nōn videt? Ubi Rōmānī habitābant? Ubi Etrūscī, vīcīnī Rōmānōrum, habitābant? Quis mihi Rōmam mōnstrābit?

* The story of Horatius is told in the following books:
HAAREN and POLAND. Famous Men of Rome, pp. 58–60.
GUERBER. The Story of the Romans, pp. 73–74.
TAPPAN. The Story of the Roman People, pp. 27–30.
HARDING. The City of the Seven Hills, pp. 36–39.
MACAULAY. Lays of Ancient Rome, "Horatius."

THE ROMANS RETREAT BEFORE THE ETRUSCANS

Olim bellum inter Rōmānōs et Etrūscōs erat. Etrūscī magnīs cum cōpiīs in agrōs Rōmānōrum vēnerant (*had come*) et Rōmam oppugnābant. Et Rōmānī et Etrūscī fortiter pugnābant, sed Rōmānī ab Etrūscīs superābantur. Dēfessī Rōmānī ex agrīs in oppidum dēmigrābant. Incolae Rōmae maximē terrēbantur, quod magnō in perīculō erant.

Inter oppidum et cōpiās Etrūscōrum est flūmen Tiberis (*the river Tiber*). Sī Etrūscī flūmen trānsībunt (*cross*), Rōmānī superābuntur et Rōma dēlēbitur.

308. Notes

1. **Nārrābit**, *will tell.* This is the third person singular of the *future active* indicative. It is formed by adding the tense sign of the future, **-bi-**, to the present stem **nārrā-**, and then

adding the personal ending **-t**: **nārrā-bi-t.** You will meet in this story all six forms of this tense, most of them containing the tense sign **-bi-**, but with slight changes in certain persons. The conjugation of the future active of **vocō** follows:

vocā'*bō*, *I shall call*	**vocā'*bimus***, *we shall call*
vocā'*bis*, *you will call*	**vocā'*bitis***, *you will call*
vocā'*bit*, *he will call*	**vocā'*bunt***, *they will call*

Distinguish these forms carefully from those containing **-bā-**, the tense sign of the past progressive.

The passive forms of this tense which you will meet differ from the active only in having passive personal endings.

2. **Sī verba mea dēlectābunt**, *if my words please* (lit. *shall please*). The Romans were more exact than we are in the use of tenses. We often use a present tense when we are referring to future time: as, "If it rains, I shall stay at home." In translating a Latin future tense, use an English present tense whenever English usage requires it.

3. **Grātiam habēbimus**, *we shall be grateful.*

309. The Future Indicative, Active and Passive, of the First and Second Conjugations. Examine the inflection of these tenses of the model verbs **vocō** and **moneō** in the Appendix, page 22, noting the points that will assist you to learn them permanently.*

1. **Vocō** and **moneō** are conjugated exactly alike in the future tense, except for the difference in the stem vowels.

2. The tense sign of the future is **-bi-**, changing to **-bō** in the first singular, active and passive; to **-bu-** in the third plural, active and passive; to **-be-** in the second singular passive.

After observing these points learn these inflections. This tense furnishes another illustration of the Latin method of

*To the Teacher. It is suggested that these points be developed in class through a study of the forms as given in the Appendix.

expressing changes in idea by *changes in the form of words.* In English future time is expressed by separate auxiliaries, *will* and *shall.* This is a fundamental difference.

310. Vocabulary

New Word	Related Word	Meaning
nō′tus, -a, -um	noted	*well known, famous*
audā′cia, -ae, *f.*	audacity	(Meaning?)
dē, *prep. with abl.*		*from, about, concerning*
for′titer, *adv.*		*bravely*
prō, *prep. with abl.*	pro and con	*in behalf of, in front of*
exem′plum, -ī, *n.*	example	(Meaning?)
prae′beō, praebē′re		*furnish, show*
oppug′nō, oppugnā′re	*pugnō*	*attack, besiege*
pugna, -ae, *f.*	*pugnō*	(Meaning?)
dēfes′sus, -a, -um		*wearied, tired*
dē′migrō, dēmigrā′re	migrate	(Meaning?)
dē′leō, dēlē′re		*destroy*

311. Application of Latin to English

1. Explain the meaning of the italicized words:

a. He wrote with an *indelible* pencil.
b. He proved an *exemplary* pupil.
c. The editor *deleted* many words in the article.
d. This action brought him much *notoriety.*

2. *E. g.* stands for **exemplī grātiā,** *for the sake of an example.*

3. Explain the following derivatives from **migrāre,** *to move: migrate, migration, migratory.* An *emigrant* (prefix *e-*, out) is one who moves out of his own country. An *immigrant* (prefix *in-*, into) is one who moves into another country.

4. Why does *emigrant* have one *m* and *immigrant* two *m's*?

Drill and Review

312. Give the stem, tense sign, and personal ending of each of the following forms, and then translate it:

spectābitis	vidēbimus	nārrābunt	occupābāmus
dabō	habēbitur	tenēbimur	appellābantur
portābit	sedēbit	stābunt	dēlēbuntur

313. Conjugate **oppugnō** in the present, past progressive, and future active, and **dēleō** in the same tenses of the passive. Conjugate **sum** in the first two tenses (Appendix, page 25).

314. Decline **exemplum nōtum** and **nauta dēfessus.**

315. Express each of the following sentences by one Latin word:

1. I shall be seen.
2. Do you see?
3. They will see.
4. We were seen.
5. They were seeing.
6. They are seeing.
7. He will see.
8. He will be seen.

316. Proceed as in previous exercises:

1. Rōmānī *in Graeciā* fortiter pugnābunt. 2. Cum *eīs* prō patriā nostrā pugnābimus. 3. Fābulae dē audāciā Rōmānōrum antīquōrum *nōs* incitāre dēbent. 4. Poētae clārī et nōtī in forō ā *puerīs* interdum vidēbuntur. 5. Statim *in tabernam* properābō. 6. Nōn sine perīculō *oppidum* oppugnābitur. 7. Lūcius *amīcīs* exemplum dīligentiae praebēbit. 8. Quī virīs dēfessīs cibum et aquam dabunt? 9. Nōn sōlum verba tua sed etiam exempla tua memoriā ā *nōbīs* tenēbuntur. 10. Virī, semper prō deīs et ārīs pugnāte. 11. Quō nautae hodiē nāvigābunt? Nōnne ad īnsulam virōs et cōpiam cibī portābunt? 12. Sī cum audāciā pugnābitis, certē laudābiminī.

HORATIUS AT THE BRIDGE

LESSON 32

THE EXPLOIT OF HORATIUS (CONCLUDED)

Bear constantly in mind that every Latin exercise tells a sensible story. Never let yourself translate any Latin sentence into English that does not mean anything. It is certain to be wrong.

Give rapidly all possible forms of **locō, servō, ego, tēla, rīpā, Rōma, eius, eōrum, Horātium, perīculum, sociōs, vōs, Horātī.**

317. Unō locō[1] in flūmine[2] erat pōns sublicius (*a wooden bridge*). Etrūscī jam appropinquant et pontem trānsīre (*to cross the bridge*) parant. Interim perīculum Rōmānōrum augētur. Nam nūllī virī contrā Etrūscōs in ulteriōre rīpā flūminis (*on the farther bank of the river*) pugnābant. Quis Rōmam nunc servābit? Quī cum Etrūs-

cīs pugnābunt et eōs superābunt? Ā[3] quō Rōma et patria ā[3] perīculō līberābuntur?

Forte Horātius Cocles prope pontem stābat. Horātius, vir validus, perīculum videt, sed nōn diū dubitat. "Cūr terrēminī?" clāmat. "Ego sōlus contrā Etrūscōs pugnābō, dum vōs ā tergō[4] pontem rumpitis (*destroy*)."

Tum trāns pontem properat et Etrūscōs oppugnat. In[5] eum Etrūscī tēla jactant, sed Horātius pīlīs eōrum nōn vulnerātur. Et Rōmānī et Etrūscī audāciā Horātī dēlectantur. Duo Rōmānī, Lārtius et Herminius, Horātium paulisper juvant, sed ā sociīs mox revocantur.[6]

Interim Rōmānī ā tergō[7] pontem rumpunt. Tandem pōns in Tiberim dēcidit (*falls*). Statim Horātius armātus in flūmen dēsilit (*leaps down*) et inter tēla Etrūscōrum tūtus[8] ad sociōs trānat.

Posteā Rōmānī propter magnam audāciam Horātī statuam eius in forō locant.

318. Notes

1. **Ūnō locō = in ūnō locō.**

2. **In flūmine**, *over the river*. The Romans spoke of a bridge as *in* the river, not *over* it.

3. In this sentence the preposition **ā** has two meanings. In which phrase does it mean *from*? Which shows agent?

4. **Ā tergō**, *behind me* (lit. *from the rear*).

5. **In** or **ad** with the accusative sometimes means *against*.

6. The Romans recall Lartius and Herminius when the bridge is almost falling.

7. **Ā tergō**, *behind him*.

8. **Tūtus**, *safely*. Sometimes an adjective may be more effectively translated as if it were an adverb.

319. Vocabulary

New Word	Related Word	Meaning
in′terim, *adv.*		*meanwhile*
au′geō, augē′re		*increase*
con′trā, *prep. with acc.*	contradict	(Meaning?)
rī′pa, -ae, *f.*		*bank*
ser′vō, servā′re	preserve	*save*
lī′berō, līberā′re	liberate	(Meaning?)
for′te, *adv.*		*by chance*
du′bitō, dubitā′re	*dubium*	*doubt, hesitate*
sō′lus, -a, -um	solitary	(Meaning?)
ter′gum, -ī, *n.*		*back, rear*
tē′lum, -ī, *n.*		*weapon*
vul′nerō, vulnerā′re	vulnerable	*wound*
paulis′per, *adv.*		*a little while*
so′cius, so′cī, *m.*	social	*comrade, friend*
re′vocō, revocā′re	revoke, *vocō*	(Meaning?)
armā′tus, -a, -um	*arma*	(Meaning?)
tū′tus, -a, -um		*safe*
trā′nō, trānā′re		*swim across*
pos′teā, *adv.*	*post*script	*afterwards*
prop′ter, *prep. with acc.*		*because of*

320. Application of Latin to English

1. Explain the meaning of the italicized words:

a. He was *indubitably* one of the best thinkers of his time.
b. The treaty dealt with the *riparian* rights of the two nations.
c. The meeting was wholly *fortuitous.*
d. The force of clerks has recently been *augmented.*

2. **Servāre**, *to save, keep,* has numerous derivatives. To pre*serve* fruit is to save it beforehand (*pre-*, Latin **prae**). When a seat is re*served* at the theater, it is kept back (*re-*). When a person is re*served* he keeps things back. When an

idea is accepted with re*serva*tions, it is accepted with certain things kept back. In con*serve* the prefix *con-* has an emphasizing or intensive force and the word means to save fully. Con*serva*tion of natural resources is the careful (*con-*) safeguarding of them. To ob*serve* meant originally to keep near (*ob-*), and, hence, to take notice of, to see.

3. *Reservoir* is from **servāre** (through French) and means a place where water is kept back for future use.

4. *Auction* is derived from **augēre**, *to increase* (with a different form of the stem). It meant originally "an increasing" and gets its present meaning of a public sale from the increasing of the amounts bid.

Drill and Review

321. Conjugate **servō** and **timeō** in the present, past progressive, and future tenses, active and passive.

322. Decline **tēlum Rōmānum** and **socius vester.**

323. Give the stem, tense, and meaning of

līberābam	līberābitur	vulnerantur	augēbunt
līberābor	līberātur	vulnerābiminī	dubitās

324. Express in Latin by one word:

1. We shall be saved.
2. He will be freed.
3. They will be recalled.
4. They will hesitate.
5. He was frightened.
6. They were increasing.

325. Write in Latin:

1. Our joy was increased by the victory. 2. Your joy will be increased because of the victory. 3. Meanwhile I was alone in the garden. 4. They will not hesitate to walk in the fields. 5. Afterwards the slaves will be set free. 6. The boy will be recalled by the teacher.

326. Inflect in Latin *I shall be saved* (*you will be*, etc.) *by him.*

327. Proceed as in previous exercises:

1. Horātius *fortiter* pugnābit; interim sociī nostrī eum ā tergō juvābunt. 2. Itaque patria nostra ab *eō* servābitur. 3. Virī armātī prope rīpās in eōs *pīla* jactābunt. 4. Mox ā *perīculō* līberābimur. 5. Tēla in nōs jactābuntur, sed *eīs* nōn vulnerābimur. 6. Quis prō patriā pugnāre dubitābit? 7. Posteā sociī nōs exspectābunt, *quod cōpiās magnās nōn habēbunt.* 8. Paulisper vōbīscum manēbō; tum in Italiam revocābor. 9. Quot annōs in Italiā manēbis? 10. *Sociī nostrī* parātī esse dēbent. Suntne parātī? 11. Etiam fēminae *perīculō* nōn terrēbuntur. 12. Cum dīligentiā labōrābunt et exemplum eōrum ab dominīs laudābitur.

328. Review Word List 6, in the Appendix, page 6.

LESSON 33

A TRIUMPH OF CAESAR

To a Roman the word **triumphus** meant, not a victory, but the triumphal procession of a victorious general through the streets of Rome to the Capitol. The privilege of having a triumph was the highest distinction the Romans could offer the commander who had won a great victory over the enemies of Rome. It was conferred upon the general by the Senate. On the day of his triumph the streets were adorned with garlands, the temples were open, and crowds of spectators greeted the victorious host as it marched by. The consuls and senators and other dignitaries headed the procession. Then followed trumpeters and spoils of the war. Last came the general himself in his triumphal car. In the car rode also a slave, who held a golden crown above the general's head and kept repeating to the victor, "Look behind you, and remember that you are but a mortal after all."

Give rapidly all possible forms of **cōpiās, crās, intrās, erās, virīs, quis, silvīs, multīs, nōs, mūrōs, contrā, viā, posteā, templa, victōria.**

329. Pūblī, mī [1] fīlī, crās in forō prope Viam Sacram erō,[2] et tū mēcum eris. Terentia, tū et fīliae nostrae in forō eritis. Rogātisne "Cūr in forō erimus?" In forō cum multīs erimus quod ibi triumphum vidēbimus.

Per multōs annōs cōpiae Rōmānae in [3] Gallōs pugnābant. Tandem nostra est victōria. Gallī contrā nōs nōn jam pugnant. Caesar [4] igitur cum cōpiīs in Italiā nunc est. Extrā mūrōs Rōmae exspectat. Crās triumphus eius erit. Viae et templa et forum corōnīs jam ōrnantur.

Sine dubiō locum optimum obtinēbō, unde pompam vidēbimus. Pompa longa portās intrābit et per Circum et

Viam Sacram ad Capitōlium prōcēdet (*will proceed*), ubi grātiae deīs agentur.[5] Hodiē populus Rōmānus propter victōriam cōpiārum nostrārum deīs grātiam habet.

Prīmum, ex locō ubi stābimus, cōnsulēs et senātōrēs[6] vidēbimus. Tum praeda et arma Gallōrum in carrīs portābuntur. Fortasse pictūrae agrōrum et oppidōrum Galliae vidēbuntur. Tum taurī albī, tum captīvī vīnctī ambulābunt. Miserī captīvī, numquam in agrīs et silvīs Galliae errābitis. Post triumphum aut servī eritis aut necābiminī. Tandem Caesar appropinquābit.

Quam laetī et superbī erimus! Quam magna est et semper erit fāma populī Rōmānī!

330. Notes

1. **Mī** is vocative masculine of the adjective **meus**.

2. **Erō**, *I shall be*, is the first singular of the future of **sum**. The inflection follows:

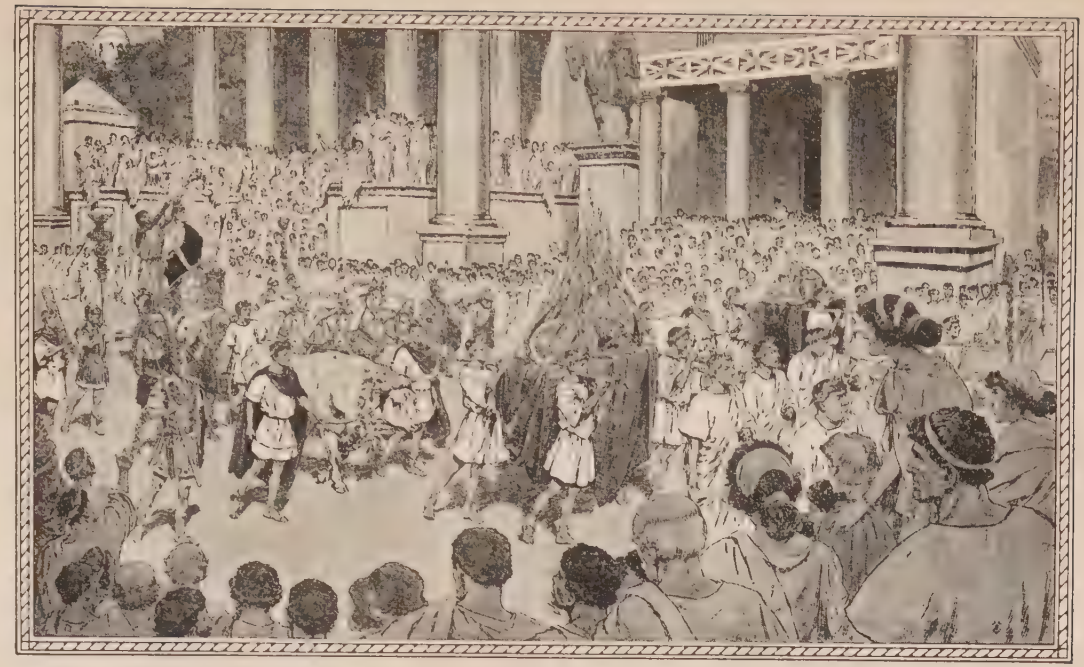
Singular	*Plural*
e′rō, *I shall be*	**e′rimus**, *we shall be*
e′ris, *you will be*	**e′ritis**, *you will be*
e′rit, *he will be*	**e′runt**, *they will be*

3. See section 318, note 5.

4. Caesar was a famous general and statesman of Rome. Next year you will read his account of his wars against the Gauls.

5. **Grātiae agentur**, *thanks will be given*. **Grātiās agere** means *to give thanks*; but **grātiam habēre** (see the next sentence) means *to feel grateful* (lit. *to have gratitude*).

6. **Cōnsulēs et senātōrēs**, nouns of the third declension, accusative plural.



A ROMAN TRIUMPH

Observe the arms and other spoils taken in the campaign, the senators on foot, the captives with bound hands, the bulls for sacrifice, and the victorious general in his chariot

331. Vocabulary

New Word	Related Word	Meaning
triumphus, -ī, *m.*	triumph	(Meaning?)
extrā, *prep. with acc.*	extra	(Meaning?)
corōna, -ae, *f.*	coronation	*garland, crown*
optimus, -a, -um	optimist	*very good, best*
obtineō, obtinēre	obtain	*secure, get hold of*
unde, *adv.*		*whence*
pompa, -ae, *f.*	pomp	*procession*
porta, -ae, *f.*	portal	(Meaning?)
taurus, -ī, *m.*		*bull*
captīvus, -ī, *m.*	captive	(Meaning?)
vīnctus, -a, -um		*bound*
numquam, *adv.*		*never*
errō, errāre	err	*wander, roam*
post, *prep. with acc.*	*post mortem*	(Meaning?)
necō, necāre		*kill*
aut . . . aut		*either . . . or*
fāma, -ae, *f.*	fame	(Meaning?)

332. Accent

Hereafter the accents will be omitted from the words in the vocabularies. Study in the Appendix, page 3, the rules for dividing words into syllables and accenting them.

333. Application of Latin to English

1. Explain the meaning of the italicized words:

a. Achilles was *invulnerable* except for one spot on his heel.
b. We attended the *coronation* of the king.
c. He was subject to temporary mental *aberrations.*
d. The decision once made was *irrevocable.*
e. He *expatiated* upon the beauty of the region.
f. The information proved wholly *erroneous.*
g. The speaker was sued for *defamation* of character.

2. The all-pervading influence of Julius Caesar is seen also in our vocabulary. The titles *Kaiser* and *Czar* are but slightly changed forms of **Caesar**. Many places, like the Caesarea of the New Testament, were named after Caesar or his successors, and from *Caesarea* have come such greatly changed forms as *Jersey* and *New Jersey*. Why is July so named?

3. *Adieu* is derived from **ad**, *to*, and **deus**, *god*. It was originally a farewell wish commending the person to the care of God, similar to "God be with you." *Good-by*, or *good-bye*, has the same origin, being a contraction of "God be with ye." Thus *adieu*, a Latin derivative, and *good-by*, an Anglo-Saxon phrase, are heteronyms, that is, words exactly corresponding to each other, but from two different languages.

4. *Albumen* (a term in biology or general science) goes back to **albus**, *white*, and meant originally the white of eggs. It then came to mean any nutritive matter like the white of eggs.

Drill and Review

334. Conjugate **sum** in the present, past progressive, and future tenses; **errō** in the same tenses of the active voice; and **moveō** in the same tenses of the passive.

335. Give the active and passive personal endings.

336. Decline **porta maxima**, **captīvus miser**, and **signum**.

337. Read and translate:

1. Tardus eram, et tarda eris. 2. Jānua erit aperta. 3. Spatium erit angustum. 4. Maxima erat mora. 5. Fortūna eōrum erit adversa. 6. Sōlī erimus, et vōs quoque sōlae eritis. 7. Viae erunt angustae. 8. Ubi eris? Ibi sine dubiō erō. 9. Quōcum erās?

338. Express in Latin:

1. The water was deep. 2. The waves will be high. 3. We shall be captives. 4. Few will be late. 5. You will be in front of the doorway. 6. Never shall I be a slave of the Roman people. 7. The procession will be long. 8. Garlands will be prepared by the girls and the servants.

339. Answer in Latin:

1. Quot annōs Rōmānī in Gallōs pugnābant?
2. Ubi corōnae locābantur?
3. Quid in carrīs portābātur?
4. Quid captīvī exspectant?

340. Proceed as in previous exercises:

1. *Propter victōriās* fāma Rōmānōrum per cēterās terrās certē erit magna. 2. Unde virī cibum obtinēbunt, sī cum dīligentiā nōn labōrābunt? 3. Post proelium *cōpiae nostrae* in Galliā nōndum manēbunt. 4. Fābulae grātae dē proeliīs clārīs *nōbīs* interdum nārrābuntur. 5. Sī signum ab eō dabitur, oppidum subitō oppugnābitur. 6. Et ā dextrā et ā sinistrā spatium lātum erat. 7. Sī lūna plēna erit, *amplō in hortō* errābimus. 8. Sī sociī superābuntur, multa erit praeda et multī erunt captīvī. 9. In numerō amīcōrum puerōs *malōs* tenēre nōn dēbēmus. 10. *In agrīs lātīs* puellae timidae errāre dubitant. 11. Quam magnī ventī et undae in ōceanō sunt! Quam celeriter nāviculae trāns aquās volant! 12. Hodiē sententia nostra est "Da dextram miserō." Crās sententia erit "Perīculum in morā."

LESSON 34

THE BRAVE DEED OF MUCIUS SCAEVOLA *

This story gives an example of Roman endurance and fortitude. Give all possible forms of **portā, portīs, portātis, portās, terrās, erās, errās, necātur, igitur.**

341. Orbilius, magister lūdī, discipulīs dīcit (*speaks*):

"Discipulī, nūper vōbīs dē audāciā et cōnstantiā Horātī nārrāvī.[1] Pūblī, sine dubiō Cornēliae et Secundae meam fābulam dē Horātiō nārrāvistī. Puerī, quis vestrum (§ 21) amīcīs factum Horātī nōn nārrāvit? Nōs magistrī[2] vōbīs fābulās dē vītīs et factīs Rōmānōrum saepe nārrāvimus, quod audācia et cōnstantia puerōs Rōmānōs semper dēlectāre dēbet.[3] In lūdō nostrō antīquōs Rōmānōs saepe laudāvimus, quod cum glōriā prō patriā pugnāvērunt.[4] Vōs quoque eōs laudāvistis. Nam audācia et cōnstantia incolārum est magna glōria patriae.

Factum Horātī vōbīs nārrāvī. Hodiē factum Mūcī Scaevolae nārrābō.

Etrūscī propter audāciam Horātī Rōmam nōn expugnāvērunt. Tamen, quod Porsena cum Etrūscīs Rōmam obsidēbat, mox magna erat inopia cibī in oppidō. Tan-

* The story of Mucius Scaevola is told in the following books:
HAAREN and POLAND. Famous Men of Rome, pp. 61–63.
GUERBER. The Story of the Romans, pp. 76–78.
TAPPAN. The Story of the Roman People, pp. 30–31.
HARDING. The City of the Seven Hills, pp. 40–42.

dem autem Mūcius, Rōmānus, ad senātum properāvit. 'Castra Etrūscōrum,' inquit, 'nōn longē ā Rōmā absunt. Sī vōs probābitis et deī juvābunt, castra eōrum intrābō. In animō habeō ibi magnum aliquid audēre.'[5] Senātus cōnsilium eius probāvit."

MUCIUS ASKING PERMISSION OF THE SENATE TO KILL PORSENA

342. Notes

1. **Nārrāvī,** *I have told.* This is the first person singular of the *perfect active* indicative. This tense differs in two respects from the tenses thus far learned: (1) it has different personal endings, and (2) these endings are added to a different stem, called the perfect stem: as, **vocāv-ī,** *I have called.* The personal ending is the one Caesar used in his famous message, **Vēnī, vīdī, vīcī,** *I came, I saw, I conquered.*

The special personal endings make the perfect active easy to recognize. They are as follows:

1. **-ī**, *I*	**-imus**, *we*
2. **-istī**, *you*	**-istis**, *you*
3. **-it**, *he, she, it*	**-ērunt**, *they*

If **nārrāvī** means ***I have told***, what does **nārrāvistī** mean?

2. What is the relation of **magistrī** to **nōs**?

3. When two nouns, like **audācia** and **cōnstantia**, are taken together as the subject, the verb may be singular, as here.

4. **Pugnāvērunt**, *they fought*. Note the special ending **-ērunt**. Observe that the Latin perfect tense has two meanings and is sometimes to be translated as a present perfect with the auxiliary *have* (*has*), as **nārrāvī** was translated above, and sometimes, as here, as a simple past without an auxiliary. The inflection of the perfect tense of **vocō** follows:

Singular

vocāvī, *I called, I have called*
vocāvistī, *you called, you have called*
vocāvit, *he called, he has called*

Plural

vocāvimus, *we called, we have called*
vocāvistis, *you called, you have called*
vocāvērunt, *they called, they have called*

5. **Magnum . . . audēre**, *to do a deed of daring*.

343. Principal Parts and Stems of Verbs

You have now met two stems of Latin verbs, the *present* stem, from which the first three tenses (active and passive) are formed, and the *perfect* stem, which is used in the perfect (active) tense. In order to recognize tenses and to form them yourself, you will need to know how to find these stems. They are obtained from the principal parts.

Principal Parts. Every verb in English has three forms, called *principal parts*, from which all the other forms of the verb are made. These parts are the present indicative (or infinitive), the past indicative, and the past participle: as, *call, called, called*; *see, saw, seen*; *be, was, been.*

A Latin verb has four principal parts; they are the first person of the present active indicative, the present active infinitive, the first person singular of the perfect active indicative, and the perfect passive participle: as,

Pres. Act. Ind.	*Pres. Act. Inf.*	*Pf. Act. Ind.*	*Pf. Pass. Part.*
vocō	**vocāre**	**vocāvī**	**vocātus**
I call	*to call*	*I called* *I have called*	*having been called*

The Three Stems. From the principal parts of a Latin verb are obtained three stems:

The present stem: as, **vocā-**, found by dropping final **-re** of the present active infinitive.

The perfect stem: as, **vocāv-**, found by dropping final **-ī** of the first person of the perfect active indicative.

The participial stem: as, **vocāt-**, found by dropping final **-us** of the perfect passive participle.

All the forms of a Latin verb are made from these three stems. The present, past progressive, and future tenses, active and passive, are formed from the present stem. From the perfect stem are formed the perfect, past perfect, and future perfect active indicative tenses. From the participial stem are formed the perfect, past perfect, and future perfect passive indicative tenses.

You will find that there is usually an English derivative from the fourth principal part of a Latin verb, and this will help you to remember the fourth principal part when it is in any way irregular. Form the habit of giving, along with the principal parts of a Latin verb, a derivative showing the stem

of the fourth principal part, preferably one ending in *-ion* or *-or*. Thus, **vocō, vocāre, vocāvī, vocātus,** *vocation*.

All the verbs of the first conjugation which you have met, except **dō, stō,** and **juvō,** form their principal parts like **vocō**.

344. The Meanings of the Perfect Tense

When **vocāvī** means *I called*, it indicates simply that the action was performed at some time in the past. The perfect tense so used may be called the *past simple*. When **vocāvī** means *I have called*, it indicates that the action is completed at the present time. The perfect tense so used may be called the *present completed*. In translating the perfect tense, choose the meaning required by the context.

Note carefully the difference in meaning between the past progressive tense and the perfect tense used as a past simple. The perfect is used to tell the main past events of a story. The past progressive, which you frequently translate as a simple past, is used to describe the circumstances surrounding the main events, that is, what was going on at the time.

345. Vocabulary

New Word	Related Word	Meaning
nūper, *adv.*		*recently*
cōnstantia, -ae, *f.*	constancy	(Meaning?)
factum, -ī, *n.*	fact	*deed, act*
expugnō, expugnāre	*pugnō*	*take by storm, capture*
obsideō, obsidēre	*ob* and *sedeō*	*besiege*
inopia, -ae, *f.*		*lack, want*
autem, *conj.*		*but, however*
senātus, *m.*	senate	(Meaning?)
castra, -ōrum, *n. plur.*		*camp*
absum, abesse	absent, *ab* + *sum*	*be distant, be away*
animus, -ī, *m.*	unanimous	*mind*
cōnsi'lium, consi'lī, *n.*	counsel	*plan, advice*

346. The Suffix *-ia* or *-tia*

You have learned that prefixes throw much light upon the meaning of new Latin words. The same is true of *suffixes*.

In English we form nouns expressing quality by adding the suffixes *-ness*, *-ship*, *-dom* to adjectives and nouns: as, *hard-ness*, *friendship*, *freedom*. In Latin one of the suffixes expressing quality is **-ia** or **-tia**: as, **amīci*tia***, *friend**ship*** (from **amīcus**, *friend*); **cōnstan*tia***, *steadfast**ness***; **audāc*ia***, *bold**ness***. The suffix **-ia** becomes *-y* in English derivatives, while **-tia** becomes *-ce* or *-cy*: as, **miser*ia***, *miser**y***; **dīligen*tia***, *diligen**ce***; **cōnstan*tia***, *constan**cy***.

The following nouns in **-ia** or **-tia** either have occurred in your reading or are related to familiar Latin or English words. Give the meaning of each and an English derivative, when one exists.

colōnia	victōria	grātia	scientia
glōria	amīcitia	laetitia	sententia
miseria	dīligentia	sapientia	superbia

347. Application of Latin to English

1. Explain the meaning of the italicized words:

a. The idea persisted until it became an *obsession*.
b. He showed a noble and *magnanimous* spirit toward his enemies.
c. This new support made his position *inexpugnable*.

2. **Incola**, *inhabitant*, and **agricola**, *farmer*, are interesting related words. The root **col**, found in both, means *till* (the soil), *plow*. For a long period in the early history of the race, men lived upon flocks and herds, which they drove from place to place. They were not permanent *inhabitants* of any region. But when men began to till the soil, they had to stay until the harvest was ready, and thus a "tiller" (**incola**) became an "inhabitant." **Agricola** means a *tiller*, or *cultivator, of the soil*. *Cultivate* preserves the original meaning exactly. A person of

*cul*ture has been "cultivated," or trained. A *col*ony is so called because the chief aim of its members is to secure land to *till*.

Drill and Review

348. What are the four principal parts of a Latin verb? What are the three stems of a verb, and how is each found?

349. Spell the present and perfect stems of **nārrō**, **dēlectō**, and **laudō**. What are the personal endings of the perfect tense? Conjugate these verbs in the perfect tense. What two meanings does the perfect have?

350. Decline **factum**, **castra parva**, and **cōnsilium tuum**.

351. Learn from the general vocabulary the principal parts of **dō**, **stō**, and **juvō**, with an English derivative from the fourth principal part.

Give the stem of each of the following verbs and translate each:

dedī	jūvistis	jūvī	dedērunt
nārrāvistī	pugnāvī	dedistī	dabant

352. Express in Latin:

1. We have worked. 2. We gave. 3. We were giving. 4. She stood. 5. I have aided. 6. I was standing. 7. You (plur.) gave. 8. You (plur.) were giving. 9. He approved. 10. He stood.

353. Proceed as in previous exercises:

1. Diū labōrāvērunt; posteā *in forō* ambulāvērunt. 2. Nōn longē ab nostrīs castrīs erat *oppidum magnum*. 3. *Quod inopia cibī erat*, Rōmānī castra movēbant. 4. *Tua* facta et exemplum semper probāvī. 5. *Linguae Latīnae* operam dare nunc in animō habeō. 6. Cūr eīs cōnsilia nostra nūntiāvistī? 7. Aut in hortō aut in agrō per multās hōrās *servus* labōrāvit. 8. *Ex portā* in viam celeriter properāvit. 9. *Eī* librum dedī. Is mihi *trēs* librōs dedit.

LESSON 35

THE BRAVE DEED OF MUCIUS SCAEVOLA (Concluded)

In translating try constantly to use English which is wholly natural. Do not fall into the habit of using one rendering and one only for a particular Latin word. Seek for variety.

Give all possible forms of **Mūcī, ubi, Etrūscī, intrāvistī, temptāvī, ibi, quī, eī, cui, vēnī, Mūcium, factum, gladium, nārrābam.**

354. Orbilius magister discipulīs ita dīcit:

"Herī vōbīs cōnsilium Mūcī nārrābam. Ubi senātus cōnsilium eius probāvit, Mūcius gladium intrā vestīmenta cēlāvit et castra vīcīna penetrāvit. Ibi stīpendium Etrūscīs ab scrībā dabātur. Mūcius turbam magnam vīdit.[1] Diū dubitābat, quod Porsenam ignōrābat. Dēnique appropinquāvit et scrībam miserum prō[2] Porsenā necāvit.

Ubi[3] factum Mūcī vīdērunt, Etrūscī clāmāvērunt et Mūcium ad Porsenam trāxērunt (*dragged*). Statim ignem (*fire*) parāvērunt, quod in animō habuērunt Mūcium necāre.

'Quis es?' rogāvit Porsena. 'Cūr castra nostra intrāvistī? Quod (*What*) cōnsilium in animō habuistī? Cūr scrībam nostrum necāvistī?'

'Rōmānus sum,' respondit Mūcius interritus. 'Gāium[4] Mūcium mē vocant.[5] Nōn negābō, — tē, nōn scrībam tuum, necāre in animō habēbam. Neque tē nunc timeō.' Simulque[6] dextram ignī foculī inicit (*thrust his right hand into the fire of a brazier*).

'Vidē,' exclāmāvit. 'Glōriam maximī[7] aestimō; sed dextram minimī aestimō. Frūstrā tē necāre temptāvī.

Aliī (*Others*) tamen post mē nōn frūstrā temptābunt. Trecentī Rōmānī contrā tē cōnjūrāvērunt.'

Audācia Mūcī Porsenam terruit. Nōn diū Porsena prope Rōmam mānsit. Nōn diū Mūcium retinuit. Mox

MUCIUS THRUSTS HIS HAND INTO THE FIRE OF A BRAZIER

cōpiae Etrūscōrum ex agrīs Rōmānōrum dēmigrāvērunt. Posteā Mūcius propter dextram combūstam (*burned*) ā Rōmānīs appellābātur Scaevola."

355. Notes

1. **Vīdit**, *he saw*. This is the third singular of the *perfect active* of **videō**, a verb of the second conjugation. This tense is formed and inflected in the same way as that of a verb of the first conjugation (§ 342, n. 1), namely, by adding the

special personal endings of the perfect tense to the perfect stem: as, **vīd-ī**, *I saw*; **monu-ī**, *I advised*.

2. **Prō**, *in place of, instead of*.

3. **Ubi** here is a conjunction, meaning *when*, and not an interrogative adverb.

4. **Gāius** was one of the few first names used by the Romans.

5. **Vocant** here has two objects. What are they?

6. The syllable **-que** is an enclitic (§ 42, n. 3), meaning *and*. It is translated before the word to which it is attached.

7. **Maximī**, *of very great value*; **minimī**, *of very little value*.

356. The Perfect Active of the Second Conjugation

In the first conjugation the third principal part (perfect active indicative) of almost all verbs is formed by adding **-vī** to the present stem: as, **vocā-vī**. Thus the perfect stem of verbs of the first conjugation regularly ends in **-v**: as, **vocāv-**. But in verbs of the second conjugation the formation of the perfect stem and of the participial stem varies with different verbs. Learn the principal parts of the following verbs and give the perfect stem of each. Observe that the perfect stem frequently ends in **-u**. In the last column are English derivatives of the fourth principal part, which will help you to remember the spelling of the participial stem.

augeō	augēre	auxī	auctus	*auction*
dēbeō	dēbēre	dēbuī	dēbitus	*debit*
doceō	docēre	docuī	doctus	*doctor*
habeō	habēre	habuī	habitus	*habit*
jaceō	jacēre	jacuī	(missing)	
maneō	manēre	mānsī	mānsus	*mansion*
moneō	monēre	monuī	monitus	*admonition*
moveō	movēre	mōvī	mōtus	*motion*
obtineō	obtinēre	obtinuī	obtentus	*(re)tention*
respondeō	respondēre	respondī	respōnsus	*response*
retineō	retinēre	retinuī	retentus	*retention*
sedeō	sedēre	sēdī	sessus	*session*

taceō	tacēre	tacuī	tacitus	*tacit*
teneō	tenēre	tenuī	(missing)	
terreō	terrēre	terruī	territus	
timeō	timēre	timuī	(missing)	
valeō	valēre	valuī	(missing)	
videō	vidēre	vīdī	vīsus	*vision*

Study the conjugation of the perfect active of **moneō** and **vocō** as given in the Appendix, page 22.

357. Vocabulary

New Word	Related Word	Meaning
intrā, *prep. with acc.*	*intrāre*	(Meaning?)
vestīmentum, -ī, *n.*	vestment	*clothing*
cēlō, -āre, -āvī, -ātus	conceal	*hide*
penetrō, -āre, -āvī, -ātus	penetrate	(Meaning?)
stīpendium, stīpen'dī, *n.*	stipend	*pay*
scrība, -ae, *m.*	scribe	*clerk*
turba, -ae, *f.*	*turbō*	*crowd*
ignōrō, -āre, -āvī, -ātus	ignorant	*not know, be ignorant*
dēnique, *adv.*		*at last, finally*
negō, -āre, -āvī, -ātus	negative	*deny, refuse*
interritus, -a, -um	*terreō*	*unafraid*
neque, *conj.*		*and not, nor*
simul, *adv.*	simultaneous	*at the same time*
-que, *enclitic*		*and*
exclāmō, -āre, -āvī, -ātus	exclaim	(Meaning?)
dextra, -ae, *f.*		*right hand*
aestimō, -āre, -āvī, -ātus	estimate	(Meaning?)
frūstrā, *adv.*	frustrate	*in vain*
temptō, -āre, -āvī, -ātus	attempt	(Meaning?)
trecentī, -ae, -a		*three hundred*
conjūrō, -āre, -āvī, -ātus		*conspire, take oath together*
retineō, retinēre, retinuī, retentus	retain, *teneō*	(Meaning?)

358. Application of Latin to English

1. Explain the meaning of the italicized words:

a. The jungle was *impenetrable.*
b. His services have been of *inestimable* value.
c. He handled the weapon with great *dexterity.*

2. From **magister,** *teacher,* come the most frequently used Latin derivatives in the English language. *Mister* and its abbreviation *Mr.* come from **magister.** *Miss* and *Mrs.* go back to the feminine form **magistra.** In the Middle Ages these Latin words came to be used as titles. Passing into English, **magister** first became *master,* which is still used as a title for a boy, as in "Master John Reed." The form next developed into *Mister,* which came to be abbreviated *Mr.*

3. *M.A.* stands for **Magister Artium,** *Master of Arts,* a title conferred by universities for a year of graduate study.

4. *M.S.* stands for **Magister Scientiae,** *Master of Science,* a title conferred for graduate work in science.

5. Explain the difference between an *inter*urban baseball league and an *intra*urban league.

Drill and Review

359. Decline **vestīmentum novum** and **stīpendium parvum.**

360. Conjugate **sum** in the past progressive and future; **teneō** in the present, future, and perfect active; **moveō** in the present and future passive indicative.

361. Give the present and perfect stems of the following verbs and translate:

valuistī	timuit	obsēdērunt	habuistis
tacuī	retinuimus	obtinuistī	videt
vīdērunt	respondit	mōvit	vīdit

Give the rule for the accent of each word in the first column (see Appendix, page 3).

362. Read and translate:

1. Puerī et puellae respondērunt. 2. Puerī puellaeque respondērunt. 3. Neque puerī neque puellae respondērunt. 4. Neque puellae respondērunt. 5. Puerī aut puellae respondēbunt.

363. Express in Latin:

1. I have seen them. 2. Have you seen her? 3. Did he not see you? 4. Where have we seen your sons? 5. Where did you (plur.) see us? 6. Whom did they see?

364. Answer in Latin:

1. Quem Mūcius in castrīs Porsenae vīdit?
2. Quem Mūcius necāvit?
3. Quid Porsenam terruit?
4. Cūr Mūcius appellābātur Scaevola?

365. Proceed as in previous exercises:

1. Trecentī captīvī in castrīs ā *Rōmānīs* retinēbantur. 2. In silvīs Gērmānī cēlantur; sed eōs vīdimus. 3. Frūstrā maxima turba Gērmānōrum castra *nostra* obsidēre temptāvit. 4. Etiam captīvus *rīsit.* 5. Tua verba factaque *nōs* incitāvērunt. 6. Subitō *ex castrīs* cōpiās mōvit. 7. Dextrā gladium habuistī: neque tamen mē terruistī. 8. Quibus cōnsilia vestra nūntiāvistis? 9. Librōs novōs mihi dedistī. Eōs cum gaudiō retinēbō. 10. Amīcī nōs monuērunt, sed cōnsilium eōrum nōs nōn mōvit.

METTUS CURTIUS SACRIFICING HIMSELF FOR ROME

LESSON 36

THE STORY OF METTUS CURTIUS *

The exploit of Mettus Curtius is an example of Roman self-sacrifice and devotion to the state. Read an account in one of the books referred to below.

Give all possible forms of **Rōmae, fābulae, lāta, frūstrā, turba, turbam, turbābam, cūrā, intrā, saxīs, is, es, quis, erās.**

366. Antīquī Rōmānī nōn sōlum patriam magnopere amāvērunt sed etiam prō patriā mortem libenter oppetīvērunt (*willingly met death*). Fābulās dē Horātiō et

* The story of Mettus Curtius is found in the following books:
HAAREN and POLAND. Famous Men of Rome, p. 98.
GUERBER. The Story of the Romans, p. 109.

Scaevolā jam nārrāvimus. Hodiē fābulam dē Mettō Curtiō nārrābimus.

Quondam magna rīma mediō in forō Rōmānō appāruerat.[1] Cūr rīma appāruit? Rōmānī ignōrābant; itaque terrēbantur, quod īram deōrum timēbant. Prīmum saxa terramque parāverant et in rīmam jactāverant. Sed frūstrā labōrāverant. Rīma tamen lāta et alta manēbat.

Dēnique ā[2] deīs auxilium ōrāverant. Ōrāculum ita responderat: "Sī in rīmam maximum bonum vestrum[3] jactāveritis,[4] rīma explēbitur." Diū Rōmānī dubitābant. Quid erat maximum bonum eōrum?[3] Nōnne aurum et gemmae erant maximum bonum? Aurum igitur et gemmae in rīmam jactābantur; sed frūstrā.

Apud Rōmānōs erat Mettus Curtius, vir praeclārus.[5] "Nōn frūstrā," inquit, "deī nōs monuerint.[4] Nam arma et animus interritus sunt maximum bonum nostrum. Nōn saxīs[6] et aurō et gemmīs, sed audāciā animī populus Rōmānus servābitur. Rōmae et deīs[7] meam vītam nunc voveō."

Tum armātus in equum ascendit, et, dum turba Rōmānōrum stupet, in rīmam lātam equitat. Statim rīma explētur et Rōmānī ā cūrā et perīculō servantur.

367. Notes

1. **Appāruerat**, *had appeared*, is the third singular of the *past perfect active* indicative. This tense is formed by adding the tense sign **-erā-** to the perfect stem, and then adding the regular personal endings: as, **vocāv-era-m**, *I had called*; **monu-erā-s**, *you had advised*. The tense sign **-erā-** appearing in each form makes this tense easy to recognize.

Beginning with **vocāveram**, give the six forms with their meanings. If necessary, consult the Appendix, page 23.

2. Does **ā** mean *from* or *by*?

3. **Maximum bonum vestrum**, *your most prized possession* (lit. *your greatest good thing*). **Bonum** is here used as a noun.

4. **Sī jactāveritis**, *if you throw* (lit. *if you shall have thrown*). This is the second person plural of the *future perfect active* indicative. This tense is formed by adding the tense sign to the perfect stem, and then adding the personal endings: as, **vocāv-eri-t**, *he will have called*; **monu-eri-nt**, *they will have advised*. The tense sign is **-eri-** (**-erō** in the first person singular). Beginning with **vocāverō, vocāveris**, give the six forms of this tense with their meanings. See the Appendix, page 24.

Observe that after *if* the future perfect, like the future, is translated by the present. English is not so accurate as Latin in the use of tenses.

5. The prefix **prae-** adds the idea of *very* to **clārus**.

6. **Saxīs, aurō, gemmīs, audāciā**: one of these words shows the case of the other three. Which word?

7. What are the possible forms of **Rōmae**? of **deīs**? As they are connected by **et**, they are in the same case. Which?

368. The Past Perfect and Future Perfect Active *

These tenses illustrate the Latin method of expressing by *changes in the forms* of words what in English has to be expressed by *separate* words. Thus the tense sign **-erā-** corresponds to the auxiliary *had*, and **-eri-** to *will* (*shall*) *have*.

Study in the Appendix, pages 20–24, the six active indicative tenses and the first three passive indicative tenses of the model verbs, **vocō** and **moneō**. Note what tenses of the indicative remain to be learned. Look also at the last three

* The past perfect describes an action as *completed* at some past time, and the future perfect as *completed* at some future time. These tenses may, accordingly, be called *past completed* and *future completed*, respectively.

active tenses of the model verbs of the third and fourth conjugations; you will see that you already know how to form them.

369. Summary of Tense Signs

A thorough knowledge of the tense signs is of the utmost importance in recognizing and translating Latin tenses. Learn the following summary of tense signs:

Present (act. and pass.): no tense sign. The personal endings are added directly to the *present* stem.

Past Progressive (act. and pass.): **-bā-** throughout (with the usual changes in quantity).

Future (act. and pass.): **-bi-** (with the changes already learned).

Perfect (act.): no tense sign. Special personal endings are added directly to the *perfect* stem.

Past Perfect (act.): **-erā-** (with the regular changes in quantity).

Future Perfect (act.): **-eri-** (**-erō** in the first singular).

370. Vocabulary

New Word	Related Word	Meaning
quondam, *adv.*		*formerly, once upon a time*
rīma, -ae, *f.*		*crevice, crack*
appāreō, -ēre, -uī	apparent	(Meaning?)
saxum, -ī, *n.*		*rock*
auxilium, auxi'lī, *n.*	auxiliary	*help, aid*
ōrō, -āre, -āvī, -ātus	orator	*ask for, plead for*
ōrāculum, -ī, *n.*	oracle	(Meaning?)
expleō, -ēre, -ēvī, -ētus		*fill*
aurum, -ī, *n.*		*gold*
gemma, -ae, *f.*	gem	(Meaning?)
apud, *prep. with acc.*		*near, among*
voveō, -ēre, vōvī, vōtus	devote	*promise, vow*
stupeō, -ēre, -uī	stupid	*be dazed*
equitō, -āre, -āvī, -ātus	*equus*	*ride*
cūra, -ae, *f.*	*cūrō*	*care, anxiety*

371. Application of Latin to English

1. Explain the meaning of the italicized words:

a. Despite all their pleas he remained *inexorable.*

b. He abolished all useless positions and *sinecures.*

c. The word "there," when used to enable the subject to follow the verb, is called an *expletive.*

d. He plunged at once *in medias res.*

e. She saw before her a ghostlike *apparition.*

f. How are English *auxiliary* verbs usually expressed in Latin?

g. He realized that he had made a *stupendous* blunder.

2. The noun *ignoramus,* used to describe a person totally destitute of knowledge, is the first person plural of the verb **ignōrō,** and originally meant "we do not know" or "we ignore."

Drill and Review

372. Decline **saxum, auxilium grātum,** and **cūra.**

373. Conjugate **sum** in the present and future tenses; **ōrō** in the present, future, and perfect active; **doceō** in the present and future passive; **portō** and **videō** in the past perfect active.

374. How is the perfect indicative formed? the past perfect (past completed)? the future perfect (future completed)?

375. What active and passive tenses are formed on the present stem? What active tenses are formed on the perfect stem?

376. Name the stem of each verb and translate:

expugnāverant	obsēderātis	servāvimus	vāstāverimus
retinuerint	errāverimus	servāverimus	superāverat
temptāveram	obtinuistī	auxerant	vīderam

Give the rule for the position of the accent in the first six verbs.

377. Write in Latin:

1. We had called the boys, but they remained in the school. 2. There they had worked long and well. 3. Their teacher had

praised them. 4. You will not have asked for help in vain. 5. I had seen him. He had not seen us. 6. Where had he concealed the gold?

378. Answer in Latin:

1. Dē quibus vōbīs fābulās nārrāvimus?
2. Quid Rōmānōs terruit?
3. Cūr Rōmānī terrēbantur?
4. Quid erat summum bonum Rōmānōrum?
5. Quō modō (*How*) Mettus Rōmānōs ā cūrā līberāvit?

379. Proceed as in previous exercises:

1. Unde socii auxilium ōrāverant et exspectāverant? 2. Cum cūrā saxa ex agrīs carrīs mōverat. 3. Sī deī nōbīs auxilium dederint, *laetī* erimus. 4. Saepe *Rōmānī* prō patriā vītās vōverant. 5. Apud antīquōs Rōmānōs neque aurum neque gemmae *summum bonum* appellābantur. 6. Interim mūrī *saxīs* parābantur. 7. Perīculum animōs *incolārum* terruerat. 8. Laeta erat, quod eam laudāveram et eī dōnum dederam. 9. *Magnum* erit gaudium vestrum, sī miserīs sociīs auxilium nōn negāveritis. 10. Eōs magnā cum cūrā docuerat.

LESSON 37

THE WOODEN HORSE OF TROY

The Romans were always much interested in the tales connected with the Trojan War, and they liked to believe the legend that they were descended from Aeneas, a Trojan who escaped from the destruction of Troy and came to Italy.

The story of the Trojan War is one of the most famous legends of ancient Greece and Rome. Read one of the accounts referred to below.* Find out who Paris was, how he came to award the prize of beauty to Venus, and how this brought on the Trojan War.

380. Orbilius in lūdum intrāvit. Discipulōs spectāvit. Nūllī tardī sunt. Tum ita dīcit:

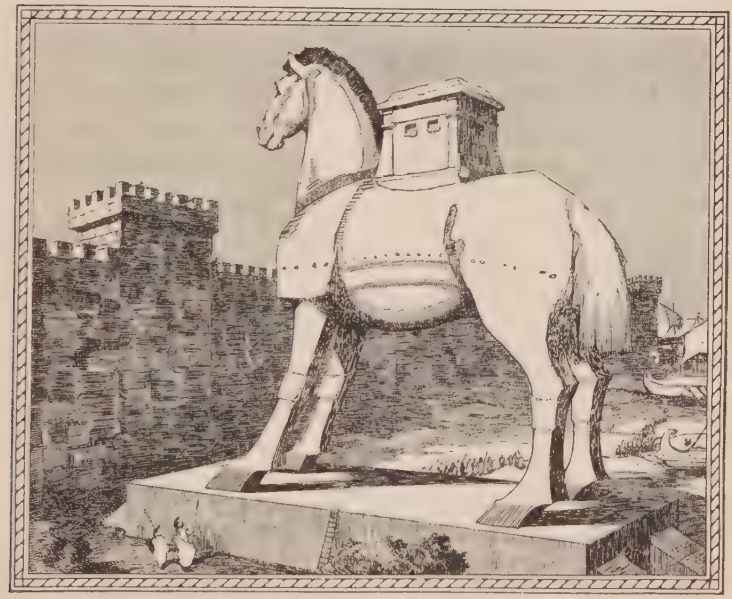
"Hodiē, discipulī, dē initiō populī Rōmānī recitābimus. Antīquum est initium nostrum. Unde nōs Rōmānī initium habuimus? Ab Asiā. 'Quō modō?'[1] statim rogātis; nam ignōrātis. Fābulam igitur dē bellō Trōjānō nārrāre dēbeō.

Trōja oppidum antīquum et clārum in Asiā erat. Ōlim bellum longum inter Trōjānōs et Graecōs erat. Graecī nāvigia aedificāverant et ad Trōjam nāvigāverant. Ibi per novem annōs cum Trōjānīs pugnāvērunt, quod deī et Graecīs et Trōjānīs victōriam negāvērunt. Misera terra Asiae vāstāta est[2] et multī virī in agrīs Trōjānīs necātī sunt.[2]

Jam decimus annus bellī aderat. Nōndum autem

* The story of the Trojan War is found in the following books:
BULFINCH. The Age of Fable, pp. 257–289.
GUERBER. Myths of Greece and Rome, pp. 305–336.
GAYLEY. The Classic Myths, pp. 277–313.

Trōja expugnāta est. Graecī mūrōs oppidī obsidēbant. Trōjānī intrā mūrōs fortiter pugnābant. Graecī dēfessī propter bellum longum patriam et familiās dēsīderābant.



THE WOODEN HORSE OUTSIDE THE WALLS OF TROY

Dēnique cōnsiliō [3] Ulixis (*of Ulysses*), virī callidī, īnsidiae [4] parātae sunt. Equus magnus ex lignō aedificātus est.[2] 'Sī equum aedificāveritis,' inquit Ulixēs, 'Trōjam occupābitis.' [5] Itaque mōnstrum nōn procul ā [6] mūrīs locātum est.[2] In mōnstrō virī armātī cēlātī sunt.[2] Tum cēterī Graecī in īnsulam proximam, velut in fugam, nocte (*in the night*) nāvigāvērunt et ultrā ōrās īnsulae exspectāvērunt."

381. Notes

1. **Quō modō?** *In what way? How?*

2. **Vāstāta est,** *was destroyed.* This is the third person singular of the *perfect passive* indicative. This tense is formed by using the present tense of **sum** as an auxiliary with the perfect passive participle, the fourth principal part of a Latin verb: as, **vocātus sum,** *I was called.* The inflection follows:

Singular	*Plural*
vocātus sum, *I was called, I have been called*	**vocātī sumus,** *we were called, we have been called*
vocātus es, *you were called, you have been called*	**vocātī estis,** *you were called, you have been called*
vocātus est, *he was called, he has been called*	**vocātī sunt,** *they were called, they have been called*

3. **Cōnsiliō,** *at the advice, because of the advice.* The ablative is sometimes used to tell the reason or the cause of an action.

4. **Īnsidiae,** *a trick.*

5. The Trojans thought the wooden horse was an offering made to the gods by the Greeks that they might secure a safe return to their native land. Despite the advice of a few persons, who viewed the monster as a trick of the Greeks, the horse was dragged through a breach in the walls to the citadel of Troy. That night the men hidden in the body of the horse descended from their hiding place and signaled to the Greek fleet, which was out of sight behind the island of Tenedos. The Greeks returned to find the gates open and the capture of the city easy.

6. How do you decide whether **ā** means *from* or *by* here?

382. The Perfect Passive Indicative

Note the following points regarding this tense:

1. In English the present tense of *to be,* when used as an auxiliary, forms the *present* passive: as, *He is called*; but in

Latin the present tense of **sum**, when used as an auxiliary, forms the *perfect* passive: as, **vocātus est**, *he was called* or *he has been called*. Do not translate **est** by *is* or **sunt** by *are* when they are used with the perfect passive participle.

2. Observe that the perfect passive participle is an adjective and so changes its ending to agree with the subject like any predicate adjective. It is declined like **bonus**.

3. Note that in English the perfect participle may be used to form either active or passive tenses: as, *I was called* (passive) and *I have called* (active). The Latin perfect participle is always passive.

Study the perfect passive indicative of the model verbs **vocō** and **moneō**, as given in the Appendix, page 23. If you will look at the same tense of the model verbs of the third and fourth conjugations, you will see that you already know how to form them. In fact you can now give the perfect passive of a verb of any conjugation, if you know the fourth principal part.

383. Vocabulary

New Word	Related Word	Meaning
initium, ini′tī, *n.*	initial	*beginning*
nāvigium, nāvi′gī, *n.*	*nāvigō*	*boat*
aedificō, **-āre**, **-āvī**, **-ātus**	edifice	*build, construct*
decimus, **-a**, **-um**	decimal, *decem*	*tenth*
familia, **-ae**, *f.*	family	(Meaning?)
callidus, **-a**, **-um**		*crafty, wily*
īnsidiae, **-ārum**, *f. plur.*	insidious	*trick, stratagem*
lignum, **-ī**, *n.*		*wood*
mōnstrum, **-ī**, *n.*	monster	(Meaning?)
proximus, **-a**, **-um**	proximity	*near, very near, neighboring*
velut, *adv.*		*as, as if*
fuga, **-ae**, *f.*	fugitive	*flight*

384. Application of Latin to English

Our names for the months are all derived from Latin, and most of them are connected with Latin words which you have studied or with the names of Roman gods of whom you have heard. Several of the Roman numerals appear in these names.

January is from **Jānuārius**, which in turn is derived from **Jānus**, the god of doorways (**jānua**, *door*) and of beginnings in general.

February is from **Februārius**, derived from a word meaning to purify, since this month was the time for purification.

March is from **Mārtius**, derived from **Mārs**, the god of war.

April is from **Aprīlis**, the derivation of which is uncertain. It may be derived from **aperīre**, *to open*, as the earth begins to "open" in the spring.

May is from **Maius**, derived from **Maia**, the mother of Mercury.

June is from **Jūnius**, the name of a famous Roman family.

July is from **Jūlius**, the name which Julius Caesar gave to this month, in honor of his family name, when he reformed the calendar.

August is from **Augustus**, the name given to it by Augustus.

September preserves the original spelling. It is derived from **septem**, *seven*. Since the early Roman year began with March, September was originally the seventh month.

October is from **Octōber**, derived from **octō**, *eight*.

November is from **November**, derived from **novem**, *nine*.

December is from **December**, derived from **decem**, *ten*.

Caesar, in his reform of the calendar, began the year with January first, thus destroying the numerical significance of the names of the last four months of the year.

Drill and Review

385. Decline **initium**, **decimus**, **mōnstrum**, and **fuga**.

386. Give the three stems of **ōrnō**, and conjugate in all tenses of the active, and through the perfect passive.

387. Give the principal parts and the three stems of **amō**, **appellō**, **cūrō**, **dō**, **errō**, **incitō**, **laudō** and **stō**.

388. Explain the gender and number of the participles; then translate:

1. Servātus sum. 2. Servāta est. 3. Cornēlia, servāta es. 4. Cornēlia servāta est. 5. Puerī, servātī sumus. 6. Puerī, servātī estis. 7. Puerī servātī sunt. 8. Oppidum expugnātum est. 9. Oppida expugnāta sunt.

389. State the tense of each verb and translate:

1. Līber sum. Līberātus sum. Līberor.
2. Terra vāstātur. Terra magna est. Terra vāstāta est.
3. Exspectātī sunt. Exspectant. Exspectantur.
4. Servus est. Servātur. Servātus est.
5. Servī sumus. Servātī sumus. Servāmur.

390. Express in Latin:

1. He was set free. 2. She was set free. 3. The town was set free. 4. The captives have been liberated. 5. I have been liberated.

391. Answer in Latin:

1. Ubi erat Trōja? 2. Quot annōs Trōjānī cum Graecīs pugnābant? 3. Quid Graecī dēsīderābant? 4. Quis erat Ulixēs?

392. Proceed as in previous exercises:

1. Jam ā *cūrā* līberātus sum. 2. Ā perīculō līberātus es. 3. Agricola ā *servō* jūtus est. 4. Puella ā *fēminā* laudāta est. 5. *Meum* cōnsilium probātum est. 6. Virī, *perīculō* incitātī sumus. 7. Ā quibus incitātī estis? 8. Puellae, laudātae estis et saepe laudābiminī. 9. Īnsidiae Ulixis ab *Graecīs* probātae sunt. 10. Propter fugam Graecōrum animī *Trōjānōrum* incitātī sunt. 11. Quibus cōnsilia nostra nūntiāta sunt? 12. Castra *eōrum* proxima sunt. 13. Sine morā auxilium eīs datum est. 14. Decimus annus appropinquābat; diū Graecī dēfessī familiās dēsīderābant.

392 a. Review Word List 7, in the Appendix, page 7.

LESSON 38

TROJAN AENEAS REACHES ITALY

Tell the story of the Trojan War as far as it was related in the last lesson. At what point in the story did the first part leave off? What do you think is likely to come next?

393. "Posterō diē (*The next day*) Trōjānī laetī propter fugam Graecōrum extrā mūrōs properāvērunt. Neque castra neque nāvigia Graecōrum in ōrīs Trōjae vīsa sunt.[1] Prope mūrōs stābat mōnstrum. Trōjānī mōnstrum spectāvērunt neque īnsidiās timuērunt. Itaque, dum virī et fēminae et puerī et puellae cantant,[2] equum intrā mūrōs trāxērunt (*dragged*).

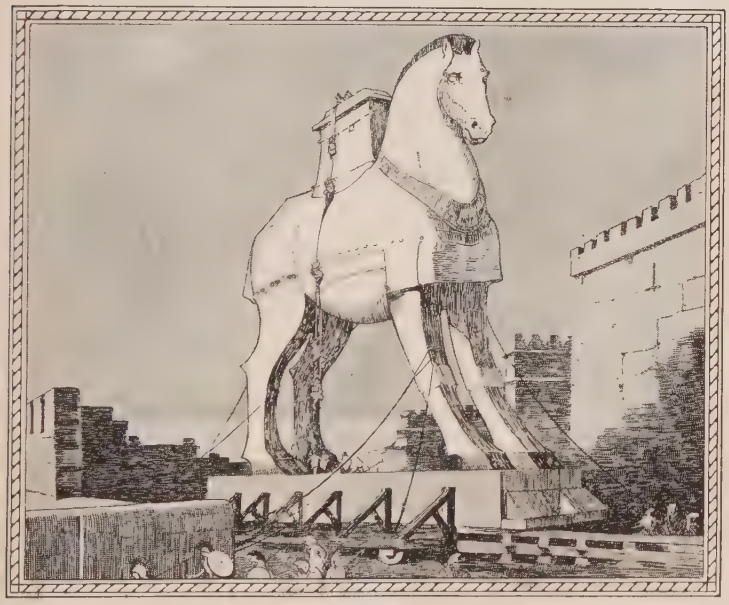
Cum[3] mōnstrum prope templum Trōjānī locāverant, tum equus corōnīs[4] ā populō laetō ōrnātus est et cūncta Trōja ā cūrā[5] līberāta est. Maximō cum gaudiō mōnstrum spectātum est.

Graecī autem proximā nocte (*during the next night*) ab īnsulā ad Trōjam nāvigāvērunt. Interim somnus laetōs Trōjānōs habēbat. Sed Graecī armātī in equō nōn jam cēlātī sunt. Jam portae oppidī apertae erant. Nunc cēterī Graecī ex nāvigiīs in oppidum properābant. Nunc miserī Trōjānī in viīs et in templīs necābantur. Itaque īnsidiīs Trōja antīqua expugnāta est.

Quod patria eius vāstāta est, Aenēās Trōjānus cum patre[6] (*father*) et fīliō et paucīs sociīs ab Asiā properāvit. Per septem annōs circum ōrās et īnsulās maris Medi-

terrāneī (*of the Mediterranean Sea*) errāvit. Tandem in Italiam nāvigāvit et sociīs novam patriam dedit.

Tum Latīnī prope Tiberim fluvium habitābant. Inter Trōjānōs et Latīnōs multa erant proelia, sed Aenēās



THE WOODEN HORSE INSIDE THE WALLS OF TROY

Latīnōs superāvit. Posteā oppidum aedificāvit, quod (*which*) Lāvīnium [7] vocāvit. Ascanius, fīlius eius, novum oppidum, Albam Longam,[7] aedificāvit. Hīc posterī eius [8] per trecentōs annōs rēgnāvērunt. Dēnique Rōma aedificāta est.[9]

Quod Aenēās bonus vir erat et deōs amābat, semper ā poētīs nostrīs est laudātus.

394. Notes

1. **Vīsa sunt,** *were seen, could be seen,* the perfect passive of **videō**. See section 382. Be sure to learn thoroughly the principal parts of the verbs of the second conjugation (§ 356).

AENEAS LEAVING TROY

The hero is carrying his father. His son walks by his side, and his wife follows in the distance

2. The present indicative with **dum** expresses a past progressive idea (§ 274, n. 5).

3. **Cum** is here a conjunction, meaning *when*.

4. What are the possible cases of **corōnīs**? A noun which may be dative or ablative without a preposition is usually ablative when it refers to a thing.

5. How do you know that **ā cūrā** is not agent?

6. Aeneas is said to have carried his father from Troy on his shoulders.

7. Locate these towns on the map, page 238.

8. **Posterī eius,** *his descendants.*

9. According to the legend the Trojan War took place nearly 1200 years before Christ. Rome was founded 753 B.C.

395. Vocabulary

New Word	Related Word	Meaning
cantō, -āre, -āvī, -ātus	cantata	*sing*
somnus, -ī, *m.*	insomnia	*sleep, slumber*
fluvius, fluvī, *m.*	fluid	*river*
rēgnō, -āre, -āvī, -ātus	reign	*rule, reign*

396. Application of Latin to English

1. Explain the meaning of the italicized words:

a. Many reforms have been *initiated* during his governorship.
b. The *insidious* disease undermined his constitution.
c. All attempts to discover the truth were *frustrated.*

2. From **cantāre,** *to sing,* comes *chant,* meaning to sing or to recite musically. *Cant* is the same word, and originally meant the whining song of a beggar and then hypocrisy. En*chant* meant originally to bewitch by singing, and then to bring under one's spell or charm in any way. An en*chant*ress is a witch, a sorceress. An in*cant*ation is a magic formula, originally chanted or sung, having power to cast a spell. To re*cant* meant to sing over again, hence to recall, to withdraw opinions previously expressed. To des*cant* meant to sing a song with variations (*dis-*), and hence to talk with fullness.

3. What is the Anglo-Saxon equivalent of *somnambulist*?

4. A **templum** was originally simply an open space where the Roman priests watched the sky for omens. This required

continuous attention and pondering over whatever was seen. From this comes our word *contemplate*, which means to consider continuously and reflectively, to meditate.

Drill and Review

397. Conjugate **sum** in the past progressive and future.

398. Make a synopsis of **portō** in the third person singular, and of **habeō** in the third person plural.

399. Read and translate:

1. Puella docta est. 2. Amīcōs habuerimus. 3. Virum vulnerāverat. 4. Vir vīsus est. 5. Agricolae territī sunt. 6. Quid movēbātur? 7. Pecūnia habēbitur. 8. Perīculum vīsum est. 9. Cum cūrā doctae estis. 10. Castra mōverat. 11. Cōnsilium bonum habuerant. 12. Tū magnopere territus es.

400. Express in Latin:

1. They have been seen by us. 2. You were seen by them. 3. We have been seen by you. 4. I was seen by him. 5. He was seen by her. 6. It was seen by me. 7. By whom were they seen?

401. Proceed as in previous exercises:

1. Īnsidiae Graecōrum ā *nūllō* vīsae sunt. 2. Fuga eōrum *incolīs* per captīvōs nūntiāta est. 3. *Decem captīvī* tenēbantur, sed nōn territī sunt. 4. Apud Rōmānōs puerī ā *servīs* doctī sunt. 5. Nōn gladiīs sed audāciā animī servātī sumus. 6. Trōja antīqua *decem annōs* ā Graecīs frūstrā oppugnāta est. 7. Cōnsiliō *virī callidī* Trōja tandem expugnāta est. 8. Rīpae fluvī proximae sunt. 9. *Quod scūta nōn habēbant*, multī in proeliō necātī sunt. 10. Lacrimae interdum appellātae sunt *arma* fēminārum. 11. Cūnctī Graecī et Trōjānī *pīlīs gladiīsque* pugnābant. 12. Et extrā hortum et intrā hortum rosae vīsae sunt. 13. *Eum* vīdī, sed ab *eō* nōn vīsus sum.

LESSON 39

THE MYTH OF DAEDALUS AND ICARUS

Read first one of the accounts of the myth referred to below.*

402. "Puerī," inquit Orbilius, "semper memoriā [1] imperia patrum (*of your fathers*) tenēte. Interdum magnō in perīculō eritis, sī imperia eōrum memoriā nōn tenueritis.[2] Ōlim puer Īcarus verba patris (*of his father*) memoriā nōn tenuit. Sine dubiō monitus erat.[3] Certē perīculum eī mōnstrātum erat,[3] sed verbīs patris nōn territus est. Nārrābōne vōbīs dē Īcarō?"

Statim "Vērō" respondent discipulī tumque tacent. Inde Orbilius: "Īcarus fīlius Daedalī, virī callidī, erat. Quondam Daedalus [4] Athēnīs (*at Athens*) habitāverat. Ibi autem virum necāverat et propter hoc (*this*) factum condemnātus erat.[3] Cum Īcarō igitur ad Crētam, īnsulam magnam et nōtam procul ab Graeciā, properāverat. Hīc per multōs annōs mānserat.

Saepe Daedalus patriam dēsīderāverat, sed et pater et fīlius in īnsulā ā rēge (*by the king*) retentī erant.[3] Praetereā nūllum nāvigium habēbat; et quō modō (*in what way*) virī trāns aquās lātās et altās sine nāvigiō trānsportābuntur?

* The story of the myth of Daedalus and Icarus is found in the following books:

BULFINCH. The Age of Fable, pp. 190–191.
GUERBER. Myths of Greece and Rome, pp. 253–255.
GAYLEY. The Classic Myths, pp. 246–248.

Dēnique callidus Daedalus novam viam fugae parāvit. Nam cum dīligentiā et cūrā ex pennīs et līnō et cērā ālās parāvit. Ubi ālae parātae erant [3] et Īcarō accommodātae erant,[3] Daedalus puerum volāre docuit. Fīlium ita

DAEDALUS AND ICARUS START THEIR FLIGHT

monuit: 'Prope terrās volā, mī fīlī. Sī enim altius (*too high*) volābis, sōl (*the sun*) cēram ālārum tuārum solvet (*will melt*). Sīn mea verba memoriā ā tē retenta erunt,[5] tūtī [6] in patriam nostram volābimus.'

Tandem pater et fīlius in caelum lātum volāvērunt. Īcarus autem superbus propter novās ālās cōnsilium patris nōn jam memoriā tenēbat. Altius volābat. 'Īcare, altius

volās,' clāmābat Daedalus et fīlium revocābat; sed frūstrā. Mox sōl cēram solverat (*had melted*) et Īcarus dē caelō in aquās dēciderat (*had fallen*). Neque posteā ā patre miserō vīsus est.

Discipulī, verbīsne meīs frūstrā monitī eritis?[5] Eritne frūstrā fābula dē Īcarō vōbīs nārrāta?"

403. Notes

1. What is told by the ablative **memoriā**?

2. Does "you shall not have held" sound right to you? What tense do we naturally use in English?

3. **Monitus erat**, *he had been warned*; the third singular of the *past perfect passive* indicative. This tense is formed by using the past progressive of **sum** with the perfect passive participle. You should have no difficulty in recognizing and conjugating this tense. Conjugate **vocātus eram** and **monitus eram**, and compare your work with these tenses as given in the Appendix, pages 23–24. Do not confuse **eram** used as a main verb and as an auxiliary.

4. Daedalus was a very skillful workman. While he was in Crete, he built the famous maze called the Labyrinth. In order to escape from Crete he made wings for himself and his young son Icarus. As they flew through the air, Icarus approached too near the sun, which melted the wax that fastened the feathers together. He fell into the sea and was drowned.

5. **Retenta erunt**, *are kept* (lit. *shall have been kept*); the third plural of the *future perfect passive* indicative. This tense is formed by using the future tense of **sum** as an auxiliary verb with the perfect passive participle. Add the forms of **erō** to **vocātus** and **monitus**, and compare your work with these tenses as given in the Appendix, page 24. Do not confuse **erō** used as a main verb and as an auxiliary.

The perfect, past perfect, and future perfect passive tenses belong to the participial system of the verb.

6. **Tūtī**, *safely* (lit. *safe*); sometimes an adjective may best be translated as an adverb.

404. Summary of the Latin Verb

The three elements of which the verb consists are the stem, the tense sign, and the personal ending. Review the following points:

1. How many and what stems are there? How many principal parts are there? How is each stem found? What tenses, active and passive, are formed from each stem?

2. What two tenses of the first and second conjugations have no tense sign? Give the tense signs of the other tenses.

3. Give the regular active personal endings: the passive personal endings; the special endings of the perfect.

405. Vocabulary

New Word	Related Word	Meaning
inde		*thence, thereupon*
condemnō, -āre, -āvī, -ātus	condemn	(Meaning?)
praetereā, *adv.*		*besides, moreover*
trānsportō, -āre, -āvī, -ātus	transport, *trāns* + *portō*	(Meaning?)
penna, -ae, *f.*	pen	*feather*
līnum, -ī, *n.*		*thread*
cēra, -ae, *f.*		*wax*
accommodō, -āre, -āvī, -ātus	accommodate	*fit*
enim, *conj.*	*nam*	*for*
sīn, *conj.*	*sī*	*but if*

406. Application of Latin to English

1. Explain the meaning of the italicized words:

a. He was *divested* of his powers and forced to resign.
b. The two explosions occurred *simultaneously.*
c. The poem was written *in memoriam.*

2. The derivatives of **ōrāre**, *to pray, speak,* show these two meanings. To ad*ore* meant to pray to, to worship, and it still has that meaning when used in a religious sense. It usually means to regard with the utmost affection, a meaning which "worship" also has. The law is said to be inex*ora*ble because it cannot be moved by prayer. An *ora*tor, however, is one who (*-tor*) speaks, and an *ora*tion is a speech. ***Orison*** is the same word as ***ora**tion* and has preserved the original meaning of "prayer." A per*ora*tion is literally a speaking through to the end (*per-*), and, hence, the concluding part of a speech.

3. *Accommodation* is composed of the prefix *ad-*, which changes to *ac-* before the *c* of *con-*, and the prefix *con-*, which changes to *com-* before the *m* of ***m**odus*. Thus a double *c* and a double *m* are produced. In *disappear, dis-* is prefixed to *ad-*, which begins with a vowel, and hence there is but one *s*. The prefix *ad-* changes to *ap-* before the *p* of **pāreō**, and hence there are two *p's*. This process makes pronunciation easier, as you can see by trying both ways. It is called *assimilation*, which means making something like something else. Explain the spelling of *recommendation, affiliate, accelerate, illiterate.*

Drill and Review

407. Conjugate **terreō** in the perfect active; **condemnō** and **habeō** in the past perfect passive; **trānsportō** and **moveō** in the future perfect passive. Give the three stems of **moveō**, and tell what tenses are formed from each stem.

408. Make a synopsis of **moveō** in the third singular.

409. Read and translate:

1. Virī condemnātī erant. 2. Itaque necātī sunt. 3. Puella laudāta erat. 4. Vīsī erāmus. 5. Fēminae territae erant. 6. Mox oppidum expugnātum erit. 7. Mox oppidum expugnābitur.

410. Express in Latin:

1. I had been praised by him. 2. *He* had been praised by me. 3. She had been praised by you. 4. You had been praised by her. 5. *They* will have been praised by us. 6. *We* shall have been praised by them. 7. It had been seen.

411. Answer in Latin:

1. Quis erat Īcarus?
2. Ubi Daedalus et Īcarus habitāverant?
3. Cūr Daedalus condemnātus erat?
4. Quō Daedalus et fīlius properāverant?
5. Cūr Daedalus in Crētā mānserat?

412. Proceed as in previous exercises:

1. Ā *cūrā* sociī nostrī tandem līberātī erant; auxilium enim *eīs* datum erat. 2. Diū in Germāniā cum *eīs* retentī erāmus, et maximō cum gaudiō familiās *nostrās* vīderāmus. 3. Post proelium adversum fuga cōpiārum ab *captīvīs* nūntiāta erat. 4. Interdum deī per caelum *ālīs* trānsportātī sunt. 5. Īnsidiae eōrum ā *nōbīs* vīsae erant. 6. *Decimus* annus bellī maximē sevērus fuit. 7. Oppidum per decem hōrās oppugnātum erat et multī virī vulnerātī erant. 8. Animī eārum verbīs *captīvōrum* incitātī erunt.

LESSON 40

THE TOGA VIRILIS

A great event in the life of a Roman boy was the day on which he ceased to wear the boyish **toga praetexta** (a toga with a crimson border), and put on the **toga virīlis**, the dress of manhood. This event, which took place somewhere near the boy's fifteenth year, was often celebrated on a festival called the Liberalia. On the morning of this day the boy laid aside his bulla and toga praetexta at his home, and went to the Forum, where he was congratulated on having reached manhood. His name was here added to the list of citizens. This ceremony was followed by an offering in a temple on the Capitoline Hill.*

Give all possible forms of **Pūblī, fuī, herī, amīcī, ibi, vīdī, ubi, superbī, salvē, tē, oppidō, spērō, ego.**

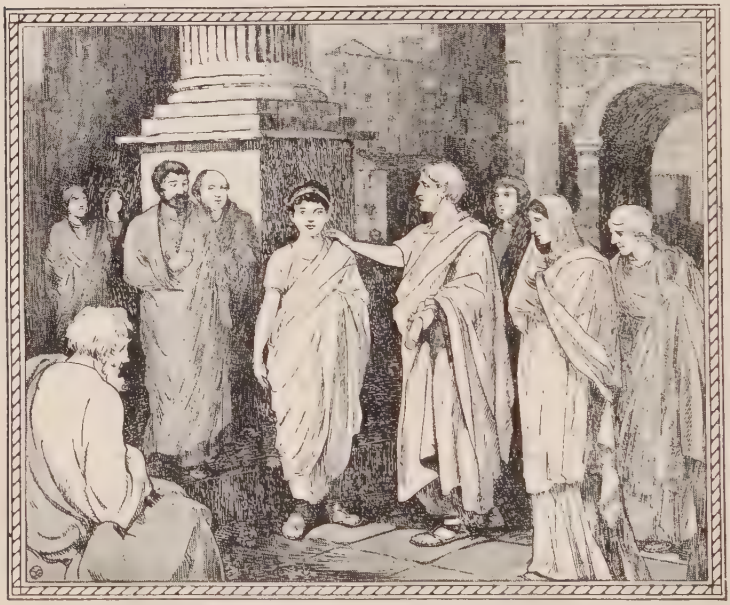
413. LŪCIUS. Salvē, Pūblī. Magnō cum gaudiō tē videō. Ubi herī fuistī? [1]

PŪBLIUS. Salvē tū quoque, Lūcī. Herī in forō multās hōrās fuī. Neque sōlus eram. Nam Quīntus mēcum fuit.[1] Eum per quattuor annōs nōn vīderam, quod is in Graeciā fuerat,[1] ubi pater eius lēgātus populī Rōmānī erat. Quīntus autem prope mē in oppidō nostrō rūrsus habitat. Anteā amīcī fuerāmus [1] quod vīcīnī erāmus. Etiam nunc amīcī sumus et, ut spērō, semper amīcī erimus. Itaque herī per forum errāvimus.

LŪCIUS. Quid in forō vīdistis?

* A description of this ceremony is found in the following books:
JOHNSTON. The Private Life of the Romans, p. 85.
TAPPAN. The Story of the Roman People, p. 64.
CHURCH. Roman Life in the Days of Cicero, pp. 29–30.

PŪBLIUS. Multī in forō aderant, quod ibi toga pūra (vel toga virīlis) multīs puerīs dabātur. Ignōrāsne? Herī Līberālia aderant. Inter puerōs Decimum, amīcum nostrum et socium, vīdī. Quod Decimus jam quīndecim



DECIMUS WEARS THE TOGA VIRILIS FOR THE FIRST TIME

annōs nātus est,[2] pater eius in forum magnam turbam servōrum et propinquōrum et amīcōrum convocāverat. Ubi ego et Quīntus forum intrāvimus, Decimus cum amīcīs ad Capitōlium properābat.

Quam superbus erat pater Decimī! Quam superbī erant amīcī eius! Anteā propter ingenium Decimī superbī[3] fuerant; nunc autem maximē superbī erant. Quam laetus

et superbus erat Decimus! Nōn jam īnsignia pueritiae [4] habēbat. Nunc vir līber erat; nunc cīvis Rōmānus [5] appellābātur.

Mox ego quīndecim annōs habēbō. Mox tū quoque quīndecim annōs habēbis. Tum virī erimus; tum cīvēs Rōmānī appellābimur.

414. Notes

1. **Fuistī** is second singular of the perfect indicative of **sum**. For the inflection of the perfect, past perfect, and future perfect of **sum**, see the Appendix, pages 25–26. Observe that the perfect stem of **sum** is **fu-**, and that these tenses are formed in the same way as in the regular verbs.

2. **Quīndecim annōs nātus est**, *is fifteen years old.*

3. **Superbī**: a predicate adjective here.

4. **Īnsignia pueritiae**, *signs of boyhood.*

5. **Cīvis Rōmānus**, *a Roman citizen.*

415. Vocabulary

New Word	Related Word	Meaning
sum, esse, fuī, futūrus		*am*
lēgātus, -ī, *m.*		*envoy, lieutenant*
rūrsus, *adv.*		*again*
anteā, *adv.*	*ante*	(Meaning?)
ut, *conj.*		*as*
pūrus, -a, -um	pure	*clean, pure, white*
vel, *conj.*		*or*
virīlis	virile, *vir*	*of manhood, manly*
propinquus, -ī, *m.*	*prope*	*relative*
convocō, -āre, -āvī, -ātus	convoke, *vocō*	(Meaning?)
ubi, *conj.*		*when*
ingenium, inge'nī, *n.*	ingenuity	*ability*
līber, -era, -erum	*līberō*	(Meaning?)

416. Application of Latin to English

1. You have now studied most of the Latin words contained in the following Latin phrases, which occur frequently in English. Give their meanings. Pronounce as in English.

1. multum in parvo
2. de novo
3. in memoriam
4. ex animo
5. experientia docet
6. ex officio
7. magnum bonum
8. via media
9. consilio et armis
10. pro patria
11. pro bono publico
12. pro forma
13. Deo gratias
14. Dei gratia
15. per annum
16. sub rosa
17. in absentia
18. in perpetuum
19. de facto
20. ante bellum
21. in propria persona
22. inter nos
23. Et tu, Brute
24. Te Deum
25. pro et con(tra)
26. ex cathedra
27. persona non grata
28. terra firma
29. verbatim et literatim
30. tabula rasa
31. nunc aut numquam
32. Sic semper tyrannis

Drill and Review

417. Decline **lēgātus Rōmānus** and **ingenium magnum**.

418. Conjugate **sum** in all tenses of the indicative.

419. Conjugate **portō** in the perfect and past perfect, active and passive.

420. State the tense of a verb ending in

-ērunt	-bant	-erat	-erint	-istī	-it
-istis	-eris	-bantur	-us est	-a erat	-bit

421. Proceed as in previous exercises:

1. Numquam *in Asiā* fuī. 2. *Somnus* fuerit grātus. 3. Līberī fuerant. 4. Ego fueram līber, tū captīvus fuerās. 5. Cūr in lūdō nōn fuistis? 6. Is *lēgātus* fuerat. 7. Anteā *servae* fuerāmus, nunc *līberae* sumus. 8. *Librī* semper grātī fuērunt. 9. Cōnsilium eius *bonum* fuit. 10. Fortūna *incolārum* misera erat. 11. Multae fuerint lacrimae *fēminārum*.

LESSON 41

THE STORY OF TARPEIA

Read one of the accounts of the story of Tarpeia referred to below.*

422. Ōlim Capitōlium [1] propter perfidiam [2] puellae occupātum est. Nōn multae autem fuērunt perfidae [2] puellae Rōmānae; nam patria ā puellīs Rōmānīs semper maximē amābātur. Sed Tarpeia perfida fuit.

Rōmānī contrā Sabīnōs [3] vīcīnōs pugnābant. Tum Rōma oppidum parvum erat. Fortūna Rōmānōrum adversa fuerat. Agrī eōrum ā Sabīnīs vāstātī erant, et Sabīnī ad Rōmam appropinquābant. Nunc Capitōlium sōlum [4] Rōmānīs praesidium [5] praebēbat. Sī Capitōlium occupābitur, Rōmānī in bellō certē superābuntur.

Forte inopia aquae in oppidō erat et Tarpeia, puella Rōmāna, ex fluviō in mūrōs aquam portābat. Eam Sabīnī capiunt (*capture*) et temptant. "Dā nōbīs auxilium," inquit Titus Tatius, Sabīnōrum dux (*leader*). "Mōnstrā nōbīs viam intrā mūrōs. Sī viam mōnstrābis, tibi dōnum grātum dabitur." Tum Tarpeia ita respondit, quod ānulōs et armillās [6] eōrum magnopere dēsīderābat: "Dā mihi ōrnāmenta sinistrōrum bracchiōrum vestrōrum."

* The story of Tarpeia is found in the following books:
HAAREN and POLAND. Famous Men of Rome, pp. 20–21.
TAPPAN. The Story of the Romans, pp. 29–31.
GUERBER. The Story of the Roman People, p. 5.
SHUMWAY. A Day in Ancient Rome, pp. 14–15.

Neque Sabīnī dubitant. Statim Tarpeia eīs viam mōnstrat. Sine morā signum datum est et Sabīnī in puellam miseram scūta jactāvērunt; nam scūta quoque in sinistrīs bracchiīs habuērunt.

Sīc (*Thus*) perfida puella necāta est et Capitōlium occupātum est.

423. Notes

1. **Capitōlium**: the Capitoline Hill, on which the citadel was located in the early days of the city.

2. The English word *perfidy* should suggest the meanings of the noun **perfidia** and the adjective **perfidus**.

3. The Sabines were one of the native peoples of Italy.

4. **Capitōlium sōlum**, *only the Capitoline Hill.*

5. **Praesidium**, *protection.*

6. **Ānulōs et armillās**, *rings and bracelets*, which the Sabines wore on their left arms.

Drill and Review

424. Make a synopsis of **sum** in the third plural. Conjugate **videō** in the tenses formed from the participial stem.

425. Answer in Latin:

1. Quō modō (*In what way, How*) Capitōlium occupātum est?
2. Quālis (*What sort of*) puella erat Tarpeia?
3. Cūr nōn erant puellae Rōmānae perfidae?
4. Quibuscum Rōmānī pugnābant?
5. Fueratne fortūna Rōmānōrum bona?
6. Cūr Tarpeia extrā mūrōs properāvit?
7. Quid Tarpeia portābat?
8. Quid Titus Tatius rogāvit?
9. Quid puella Rōmāna dēsīderābat?
10. Quae (*What*) erant verba Tarpeiae?
11. Quō modō Tarpeia necāta est?
12. Dēbēmusne Sabīnōs laudāre aut culpāre?

TARPEIA IS BARGAINING WITH THE LEADER OF THE SABINES

They are standing at the foot of the famous Tarpeian Rock, from the top of which traitors were hurled to their death. It was named from Tarpeia

LESSON 42

THE STORY OF CINCINNATUS

When the Romans were in great difficulties, either in war or in their political life, they sometimes put all the power of the state into the hands of one person, whom they called a *dictator*. Once, in such a difficulty, they made Cincinnatus dictator.*

426. Apud Rōmānōs L. Quīnctius Cincinnātus [1] vir ēgregius rēctē habēbātur.[2] Exemplum eius semper ā populō Rōmānō probābātur et laudābātur. Sine dubiō exemplum virī bonī probārī [3] et laudārī dēbet.

Lūcius Quīnctius cōnsul [4] fuerat. Forte autem nōn jam Rōmae (*at Rome*) sed in casā parvā trāns Tiberim habitābat. Ibi agricola [5] laetus et contentus erat.

Post paucōs annōs adversa erat fortūna Rōmānōrum. Cōpiae Rōmānae in castrīs ab Aequīs obsidēbantur. Ubi [6] perīculum nūntiātum est, populus Rōmānus maximē territus est. Propter perīculum Cincinnātus dictātor creātus est. Eum ex agrīs revocārī senātus [7] jussit.

Itaque lēgātī trāns Tiberim properāvērunt et ad Cincinnātum appropinquāvērunt. Is tum sōlus parvum agrum arābat. Eum lēgātī salūtāvērunt: "Salvē, Lūcī Quīnctī. Imperia senātūs [8] populīque Rōmānī nūntiāmus."

Sed Quīnctius, "Tacēte," respondit, "togātus nōn sum."

* The story of Cincinnatus is told in the following books:
HAAREN and POLAND. Famous Men of Rome, pp. 76–81.
GUERBER. The Story of the Romans, pp. 92–94.
TAPPAN. The Story of the Roman People, pp. 46–48.
HARDING. The City of the Seven Hills, pp. 65–70.

CINCINNATUS AND THE ENVOYS OF THE SENATE

The envoys of the Senate find Cincinnatus plowing his fields. The early Romans were first of all farmers. Rome in its early history was a community of farmers, and agriculture was for centuries the chief occupation of its citizens. No one could be a full Roman citizen unless he owned a certain amount of land. The early wars which started Rome on her career of conquest were fought chiefly to protect the fertile fields of Latium from invaders. Although the wars of Rome furnished many notable examples of heroic deeds, it should be remembered that despite these wars Rome remained primarily an agricultural state. Thus Cincinnatus, after saving Rome, returned to his farm and resumed his interrupted labors

Et Raciliam marītam togam ex casā portāre jussit. Tum togātus imperia lēgātōrum exspectābat. Sine morā lēgātī eum dictātōrem (*as dictator*) salūtāvērunt.

Celeriter cōpiae Rōmānae ingeniō et cōnsiliō Cincinnātī servātae sunt et populus Rōmānus ā perīculō līberātus est. Sextō decimō diē[9] postquam dictātor creātus est, Cincinnātus in agrō rūrsus arābat.

427. Notes

1. Roman men ordinarily had three names: a *praenomen* (Lucius), corresponding to our given names; a *nomen* (Quinctius), indicating the family; and a *cognomen* (Cincinnatus), indicating a particular branch of the family.

2. **Habēbātur**, *was considered.*

3. **Probārī**, *to be approved*; a present passive infinitive. The present passive infinitive ends in **-rī**: as, **vocārī**, *to be called*; **monērī**, *to be warned.*

4. **Cōnsul**: predicate nominative. Who were the consuls?

5. **Agricola**: predicate nominative.

6. Does **ubi** mean *where* or *when*?

7. **Senātus**, *the Senate*; subject of **jussit.**

8. **Senātūs**, *of the Senate*; genitive of possession, as is **populī Rōmānī.** Explain the abbreviation S.P.Q.R.

9. **Sextō decimō diē**, *on the sixteenth day.*

428. The Subject of an Infinitive

In the sentence **Eum ex agrīs revocārī senātus jussit**, the group **eum ex agrīs revocārī** tells *what the senate ordered* and it is, therefore, the object of **jussit. Revocārī** may, accordingly, be called an object infinitive. **Eum** does not tell *whom* the senate *ordered*, but *whom* the senate ordered *to be called.* Hence **eum** is not the object of **jussit**, but the subject of **revocārī.** Observe that **eum** is in the accusative case.

We use the same form of expression constantly in English: as, "I want *him* to go"; "He ordered *them* to come"; "I believe *him* to be honest." The italicized words are subjects of the infinitives and are in the objective case.

Learn this statement:

The subject of an infinitive is in the accusative case.

In **labōrāre dēbēs**, *you ought to work*, and **portāre properat**, *he hastens to carry*, the object infinitives do not have subjects.

429. Vocabulary

New Word	Related Word	Meaning
ēgregius, -a, -um	*ē + grex*	*distinguished*
rēctē, *adv.*	rectangle	*rightly*
contentus, -a, -um	content	(Meaning?)
creō, -āre, -āvī, -ātus	create	*elect*
jubeō, -ēre, jussī, jussus		*order, command*
marīta, -ae, *f.*	*marītus*	(Meaning?)
togātus, -a, -um	*toga*	*dressed in the toga*
postquam, *conj.*	*post, posteā*	(Meaning?)

Drill and Review

430. Decline **vir ēgregius, exemplum eius, parvus ager.**

431. Conjugate **jubeō** in all tenses formed from the perfect stem. Make a synopsis of **creō** in the first plural active.

432. Give the active and passive infinitives and the imperatives, singular and plural, of **dō, jubeō, vāstō,** and **doceō.**

433. Express in Latin:

1. We ought to give them food. 2. Food ought to be given to them. 3. I shall order them to fight. 4. He will order them to remain in the camp. 5. No men ought to be blamed now.

434. Proceed as in previous exercises:

1. *Laudārī* est grātum. 2. *Errāre* est hūmānum. 3. Grātum erat *habēre multōs librōs.* 4. Bonum erit multōs amīcōs habēre. 5. Tum Gallī *vīcīnōs* incitāre parābant. 6. Dē *perīculō* monērī dēbēmus. 7. Sociī *nōbīs* in bellīs auxilium dare dēbent. 8. *Castra* movēre parāverint. 9. Magister noster jubet nōs verba *poētārum antīquōrum* memoriā tenēre. 10. Lēgātus castra *celeriter* movērī jusserat. 11. *Nostrōs* in castrīs manēre jubēbit.

LESSON 43

THE STORY OF ROMULUS AND REMUS

The Romans traced their origin back to Aeneas, who came to Italy from Troy. The descendants of Aeneas ruled in Latium many years. In the course of time one of these rulers, Procas, died and left his kingdom to his son Numitor. Another son, Amulius, drove Numitor out of Latium, killed his son, and attempted to make way with his grandchildren, Romulus and Remus. The boys were cast adrift in a box on the Tiber, but the river subsided and left the children on dry land. A wolf nursed them at first. Later they were found by the shepherd Faustulus, who took them home to his wife.*

Give careful attention to thought-groups as indicated by the forms of words. Give all possible forms of **amīcī, eī, mihi; locō, eō; amīcum, verbum, eum, fēminam, eam, eōrum; aqua, fīliā, eā; amīcīs, eīs; fīliae, eae.**

435. Posterī Aenēae,[1] ut vōbīs nārrāvimus, Albam Longam per trecentōs annōs rēgnāvērunt. Nārrāre facta incolārum eius[2] oppidī est longum. Dēnique Proca in eō oppidō rēgnāvit. Is vir duōs fīliōs, Numitōrem et Amūlium, habuit.

Ūnus ex eīs fīliīs, Amūlius, vir summae audāciae[3] erat. Post mortem Procae Numitōrem expulit,[4] et fīlium eius[5] necāvit, et rēgnum occupāvit. Nōndum autem tūtus erat. Nam Rhea Silvia, fīlia Numitōris, in oppidō manēbat.

* A more complete account of the legend may be found in one of the following books:

HAAREN and POLAND. Famous Men of Rome, p. 124.
TAPPAN. The Story of the Roman People, pp. 1–10.
HARDING. The City of the Seven Hills, pp. 13–18.
GUERBER. The Story of the Romans, pp. 11–33.

Eam fēminam [6] et praesertim fīliōs eius, Rōmulum et Remum, Amūlius magnopere timēbat. Itaque fīliōs eius in Tiberim mittī [7] jussit. Tum forte fluvius agrōs inundābat.

Frūstrā tamen Amūlius puerōs necāre temptāvit, nam aqua eōs in siccō locō relīquit.[4] Ibi lupa parvōs puerōs

FAUSTULUS FINDS ROMULUS AND REMUS

cūrāvit,[8] dōnec Faustulus pāstor (*a shepherd*) eōs vīdit et ad marītam portāvit. Ea fēmina bona puerōs cum cūrā ēducāvit.

Post multōs annōs Rōmulus et Remus Amūlium necāvērunt et avō rēgnum restituērunt.[4] Posteā novum oppidum aedificāvērunt prope Tiberim in eīs locīs ubi ēducātī erant.[9] Dum oppidum aedificātur, Remus mūrōs rīsit,

quod altī nōn erant. Statim Rōmulus īrātus Remum necāvit. Id oppidum Rōma ā Rōmulō appellātum est. Ā posterīs Rōmulī simulācrum lupae in Capitōliō locātum est.

436. Notes

1. What is the next word in the main clause after **Aenēae**? When you come to a word indicating the beginning of a subordinate clause which *interrupts* the main clause, try to subordinate the clause *mentally*, remembering that, when the subordinate clause is finished, the main clause will be resumed. Thus, in this sentence form a mental picture somewhat like this:

Posterī Aenēae ut . . . nārrāvimus Albam Longam . . . rēgnāvērunt.

2. **Is** has been used thus far only as a *personal pronoun* of the third person, meaning *he, she, it, him, they*, etc. It may also be used, as here, as an *adjective*, meaning *that* or *this*.

STATUE OF A WOLF WITH ROMULUS AND REMUS, NOW ON THE CAPITOLINE HILL IN ROME

3. What does **summae audāciae** tell? What does the phrase modify? Compare the expression "a man *of* great ability." In what case do you think **summae audāciae** is?

4. **Expulit** is a verb of the *third* conjugation, as are also **relīquit** and **restituērunt**, occurring later in the story. You should be able to determine the forms and meanings of these verbs from the context, derivatives, or related Latin words.

5. How is **eius** used?

6. What is the case of **eam fēminam**? Do not allow the *position* of this group to prevent you from recognizing the idea expressed by it.

7. What must **mittī** mean in order that the sentence may make sense? What do you think is its form?

8. In memory of this legend the city of Rome keeps a live wolf to this day on the Capitoline Hill.

9. The legendary date of the founding of Rome by Romulus was April 21, 753 B.C. This date is still celebrated annually.

437. Demonstratives in English and Latin

The English words *this* and *that* (plural, *these* and *those*) are called *demonstratives* (from **dēmōnstrāre**, *to point out*), because they *point out* what person or thing is meant. They may be used as *adjectives*: as, "*This* boy bought *those* books." Or they may be used without nouns as *pronouns*: as, "He would not do *that*"; "These men are taller than *those*." Latin demonstratives are used in the same two ways.

When you meet any form of **is**, decide whether it is used as an adjective (*that* or *this*) or as a pronoun (*he*, *she*, or *it*).

438. Vocabulary

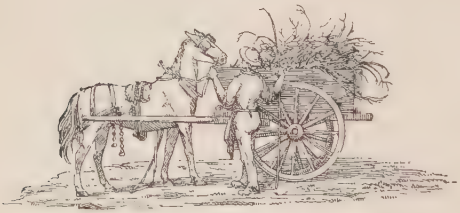
New Word	Related Word	Meaning
posterī, -ōrum, *m. plur.*	posterity	*descendants*
is, ea, id, *dem. pron. or adj.*		*that, this*
rēgnum, -ī, *n.*	*rēgnō*	(Meaning?)
inundō, -āre, -āvī, -ātus	*unda*	(Meaning?)
siccus, -a, -um		*dry*
lupa, ae, *f.*		*wolf*
dōnec, *conj.*		*until*
avus, -ī, *m.*		*grandfather*
īrātus, -a, -um	irate, *īra*	(Meaning?)
simulācrum, -ī, *n.*		*image, statue*

439. Application of Latin to English

1. Explain the meaning of the italicized words:

a. He was inspired by *filial* affection.
b. The king was proud of his various titles and *appellations.*
c. Some foods are preserved by *desiccation.*
d. This was the final *consummation* of his hopes.

2. *Preposterous* is composed of **prae**, *before*, and **posterus**, *behind*. So it means a reversal of the natural order and is used to describe something utterly foolish. Can you think of any corresponding English expressions used to describe an absurd action, but referring literally to a similar reversal of the natural order?



A *PREPOSTEROUS* SITUATION

3. The Romans placed great emphasis upon the family. Special names existed for all degrees of relationship. Thus, **avus** meant a grandfather; **proavus**, a great-grandfather; **atavus**, a great-great-great-grandfather, or, in other words, a remote ancestor. You may meet the word *atavism*, meaning a tendency to inherit traits from remote ancestors. From **avunculus**, "little grandfather," comes *uncle.*

4. How is the presence of *g* in *reign* explained by its derivation? Why is *incurable* spelled with an *a*?

Drill and Review

440. Decline **is vir, ea fēmina, id bellum.**

441. Tell how each pronoun in the following sentences is used and translate:

1. *Is* vir est Rōmānus. 2. Mārcus est fīlius *eius* virī. 3. Fīlius *eius* Mārcus appellātus est. 4. Nam in *eō* oppidō habitat. 5. *Is* amīcōs multōs habet. 6. Cum *eīs* amīcīs in lūdum intrat. 7. *Eīs* dōna sunt grāta. 8. *Id* oppidum est nostrum.

442. Give the principal parts of **jubeō**; make a synopsis in the third person plural.

443. Give the person, number, mood, tense, and voice of the following verbs and translate each:

jubēbō	jussī erāmus	jusserant	jussī estis
jussī erant	jubērī	jussus erō	jubēbam

444. Express in Latin the italicized words:

1. *That boy* is Marcus. 2. *That* (thing) is mine. 3. *That man's* son is Lucius. 4. *To that boy* we give books, and *to that girl* roses. 5. I praise *that woman, those servants, those gifts.*

445. Answer in Latin:

1. Quis rēgnum Procae occupāverat?
2. Quem Amūlius expulerat?
3. Quid Amūlius jussit?
4. Cūr puerī aquā nōn necātī sunt?

446. Proceed as in previous exercises:

1. Id est. 2. Id est meum. 3. *Id* proelium erat longum. 4. *In eō proeliō* multī virī vulnerātī sunt. 5. Ex *eō* proeliō paucī virī servātī sunt. 6. Memoria eius proelī diū in animīs *sociōrum* mānsit. 7. Ea proelia *Rōmam* servāvērunt. 8. *Eīs proeliīs* Rōma servāta est. 9. Fīlius eius virī *propter ingenium* amābātur. 10. Ab *eīs fēminīs* cōnsilia vestra probāta erunt. 11. Sententiae *eōrum* probābuntur. 12. Dēlēte eās casās, sed servāte eōs agricolās. 13. Eī puerī ab eā ēducātī sunt. 14. Quis erat māter eōrum puerōrum?

INSIDE THE ROMAN CAMP

LESSON 44

PUBLIUS AND HIS FATHER VISIT A ROMAN CAMP

The Roman camp was usually in the form of a square. It was surrounded by a wide and deep trench (**fossa**). The excavated soil was thrown inward toward the camp and made an embankment six or eight feet high. On the top of this embankment was set up a close row of stakes with room behind it for the soldiers to stand. Behind this rampart (**vāllum**) the soldiers were well protected from missiles hurled at them in an attack.

Four well-fortified gates opened out of the camp, and there were wide streets, with tents or huts for the men and a larger tent (**praetōrium**) for the commanding officer. A space about a hundred feet wide was left between the rampart and the quarters of the soldiers, to permit rapid movement in time of attack.

447. FLACCUS *et* PŪBLIUS *prope portam castrōrum Rōmānōrum stant*

FLACCUS. Mox in castra intrābimus. Gaudeō [1] in castra intrāre. Nōbīs Rōmānīs [2] in castrīs esse semper grātum fuit. Quondam ego stīpendium meruī.[3]

PŪBLIUS. Quam magna sunt [4] castra!

FLAC. Ita vērō. Magnus enim numerus virōrum et jūmentōrum [5] in castrīs interdum est. Nocte (*At night*) et virī et jūmenta intrā mūrōs castrōrum manent; sīc perīcula vītantur et impedīmenta sunt tūta.

PŪB. Cūr castra hīc locāta sunt?

FLAC. Quod hic [6] locus castrīs [2] maximē idōneus est. Collis (*The hill*) est altus et lātus. Praetereā cōpia frūmentī et aquae prope hunc locum est. Cotīdiē frūmentum in castra carrīs portātur. Hoc frūmentum jūmentīs datur.

PŪB. Nōnne fossam et vāllum videō?

FLAC. Certē. Haec fossa circum castra est. Praesidium contrā hostēs (*the enemy*) hāc fossā et hōc vāllō praebētur. Nunc per portam intrābimus. Sed prīmum huic virō [7] signum (*watchword*) dabimus. Is [8] cūstōs (*a guard*) est.

Intrant in castra

Ā sinistrā huius viae lātae casās virōrum vidēs. Ā dextrā mediīs in castrīs praetōrium vidēs. Ante praetōrium lēgātus cum virīs est. Lēgātus lōrīcam [9] et palūdāmentum sed nūllam galeam habet. Duo virī ante jānuam praetōrī stant; scūta et pīla habent. Ad lēgātum stat tertius vir. Ille vir neque scūtum neque pīlum habet: sine dubiō ille [10] est interpres (*an interpreter*). Ante lēgā-

tum quattuor virōs vidēs. Quam miserī sunt! Hī [11] sunt captīvī. Eōs lēgātus interrogat.

PŪB. Quid illī virī portant?

FLAC. Illī portant sarcinās.[12] Mīles (*soldier*) Rōmānus nōn sōlum pīlum et gladium et scūtum portat sed etiam sarcinam. Illī sunt impedītī, quod sarcinās habent. Sed hī appellantur expedītī quod nūllās sarcinās habent. Spectā illum virum. Spectā magnam sarcinam illīus virī. Quam facile magnam sarcinam et tēla portat! Validī virī sunt mīlitēs Rōmānī; nec Gallī nec Germānī eōs terrent.

PŪB. Gaudeō castra et virōs vidēre. Ego quoque stīpendium merēbō et prō Rōmā pugnābō.

FLAC. Nunc tempus est (*it is time*) ex castrīs properāre.

Ex castrīs ambulant

448. Notes

1. **Gaudeō**, *I like, I am glad.*

2. **Nōbīs Rōmānīs** is to be taken with **grātum**, *pleasing to us Romans.* The dative is used with certain Latin adjectives (such as those which mean *near, fit, friendly, pleasing, like*) in the same way that a phrase introduced by *to* or *for* is used with the same English adjectives: as, *near to us*; *fit for work*. Compare "You are like *him*."

JŪMENTA

3. **Stīpendium meruī**, *I served as a soldier* (lit. *earned pay*).

4. Should **sunt** be translated *is* or *are* here? Why?

5. The Roman army had a great deal of heavy baggage and equipment (**impedīmenta**). This was transported either on the backs of pack-animals (**jūmenta**) or in carts.

6. **Hic**, *this*. For the forms of the demonstratives, **hic**, *this*, and **ille**, *that*, occurring in this story see the Appendix, page 16. The endings are similar to those of **is**.

7. In this speech of Flaccus, **hic** in its various forms refers to persons or things near the speaker. As he said **huic virō**, he probably *pointed out* the person referred to.

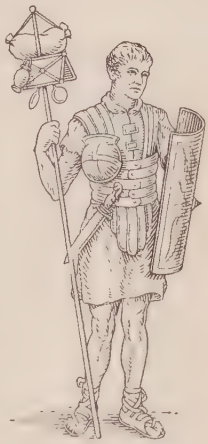
8. Is this a personal or a demonstrative pronoun?

9. The **lōrīca** was a close-fitting coat of leather, reënforced with strips of metal.

10. **Ille** is here used substantively. It means literally *that man*, but may be translated *he*.

11. **Hī**, used substantively, means *these men* or simply *they*.

12. The Roman soldier carried a bundle (**sarcina**), corresponding to the knapsack of the modern soldier, containing food, clothing, and tools for trench-digging. When encumbered by the **sarcina**, a soldier was in heavy marching order (**impedītus**); when free from it, he was in light marching order (**expedītus**).



SOLDIER WITH A SARCINA

449. The Demonstratives *Hic*, *Ille*, and *Is*

The demonstrative **hic**, *this*, refers to what is near the speaker in place, time, or thought: as, **Hic vir labōrat**, *this man* (here, close by) *is working*. **Ille**, *that*, refers to what is not near the speaker in place, time, or thought: as, **Ille vir nōn labōrat**, *that man* (there, yonder) *is not working*. **Is**, *that* or *this*,

is less forcible than **hic** or **ille**, and usually refers without emphasis to a person or thing mentioned in the preceding sentence. When used without a noun, **is** is usually translated as a personal pronoun. **Hic** and **ille**, used without nouns, are also frequently equivalent to personal pronouns.

Do not confuse the demonstrative **hic**, *this*, with the adverb **hīc**, *here*. Note the difference in the length of the vowel.

450. The Declension of *Hic* and *Ille*

MAN WEARING A PALUDAMENTUM

The declension of **hic** and **ille** is given in the Appendix, page 16. Before memorizing them go over them thoughtfully and note the endings which are similar to those of **is**, which you have already learned.* (Never learn the same thing twice, if you can avoid it. Realize that you have already learned it.) Then note carefully any differences. The nominative singular and plural of all genders should be studied with particular care, since they occur most frequently and comprise most of the variations. The declension of **hic** looks more peculiar than it really is because of the addition of the letter **c** in a number of cases. This **c** causes other changes. You

* To the Teacher. It is suggested that the points noted be first developed as a class exercise through the study of the declension in the Appendix.

could not pronounce **humc**, and so it is changed to **hunc**. Note that **ille** has the same endings as **is** except in the nominative singular masculine. After making these observations, learn thoroughly the declension of **hic** and **ille**.

451. Vocabulary

New Word	Related Word	Meaning
mereō, -ēre, -uī, -itus	merit	*deserve, earn*
jūmentum, -ī, *n.*		*pack-animal*
sīc, *adv.*		*thus, so*
vītō, -āre, -āvī, -ātus		*avoid, shun*
impedīmentum, -ī, *n.*	impediment	*hindrance*; plur., *baggage*
hic, haec, hoc, *dem. pron. or adj.*	*hīc*	*this*
idōneus, -a, -um		*fit, suitable*
frūmentum, -ī, *n.*		*grain*
fossa, -ae, *f.*		*trench, ditch*
vāllum, -ī, *n.*		*rampart, wall*
praesidium, praesi'dī, *n.*		*defense, protection*
praetōrium, praetō'rī, *n.*		*officer's tent*
lōrīca, -ae, *f.*		*coat of mail*
palūdāmentum, -ī, *n.*		*cloak*
ille, illa, illud, *dem. pron. or adj.*		*that*
interrogō, -āre, -āvī, -ātus	interrogative, *rogō*	(Meaning?)
sarcina, -ae, *f.*		*pack*
facile, *adv.*		*easily*
nec . . . nec (neque . . . neque)		*neither . . . nor*

452. Application of Latin to English

1. Explain on the basis of their derivation the meaning of the italicized words in the following sentences:

a. In the face of such difficulties failure seemed *inevitable.*
b. When the minister resigned, he was made pastor *emeritus.*
c. Through much practice he developed great *facility.*

2. Numerous towns and cities in the United States bear names derived from **castra**, *camp*. When the Romans conquered Britain, they established permanent military camps, **castra**, in various parts of the island as a means of keeping the inhabitants in subjection. Towns grew up around them and took their names from them. The spelling of **castra** changed to *chester*, and thus Chester, England, marks the site of an old Roman camp. In Ro*chester*, Dor*chester*, and West*chester* a syllable has been prefixed to **castra**. These names are reminders of the Roman occupation of Britain. From England they were brought into America.

3. *Wall* is derived from **vāllum**, *rampart*, and is another inheritance from the Roman occupation of Britain. The **vāllum** was such a conspicuous feature of the Roman camps that it also gave names to places, such as *Wal*ton (Wall-town).

4. Why are *interrogative* and *carriage* spelled with two *r's*?

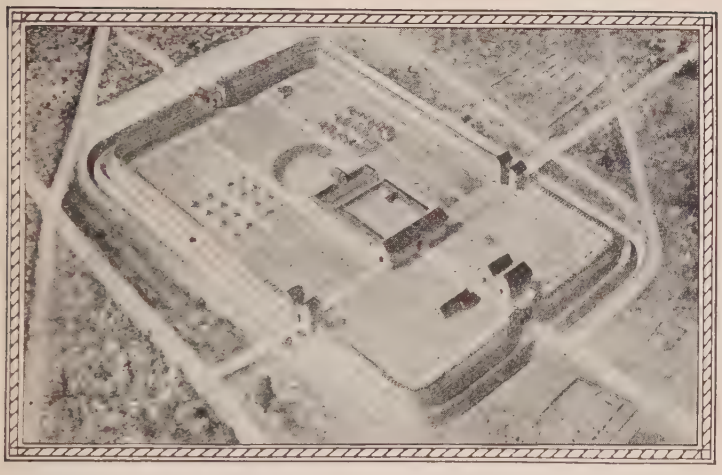
Drill and Review

453. Decline **hic puer, haec victōria, hoc proelium, ille poēta.**

454. Conjugate **maneō** in the tenses based on the perfect stem. Make a synopsis of **vītō** in the third person plural.

455. Explain the difference between **hic, ille,** and **is.** Then read and translate the following sentences:

1. Hic vir est Pūblius; ille est Lūcius. 2. Multī sunt amīcī huius puerī et illīus puellae. 3. Huic equō frūmentum, illī aqua dabitur. 4. Hunc puerum magister laudāvit, sed illum culpāvit.



A RESTORED ROMAN CAMP

The ruins of a permanent camp (**castra**), like those built in Britain, have been found in Saalburg, Germany, and the entire camp has been rebuilt in its original form

5. Cum hōc servō agricola saepe labōrāverat; cum illō servō numquam labōrāverat. 6. Hī puerī fuerant meī amīcī. 7. Illa vālla erant alta. 8. Villae hōrum virōrum et hārum mātrōnārum statuīs ōrnantur. 9. Ab hīs magistrīs multae fābulae nārrātae erunt. 10. Hoc vāllum est altum, et haec fossa est alta. 11. Rōmulus Remum necāvit quod ille mūrōs Rōmae rīserat. 12. Populus Rōmānus arma tēlaque habēbat.

456. Write in Latin, using **hic** for *this* and **ille** for *that*:

1. This man is a sailor. 2. That man is a farmer. 3. These sailors are friends of that man. 4. Those farmers carry grain with these carts. 5. This man's horse is new. 6. I like yonder villa because it is near this town. 7. In those fields men are working. 8. Slaves carry water to those men. 9. To these men also water is given.

457. Review Word List 8, in the Appendix, page 7.

CORIOLANUS LISTENS TO THE APPEAL OF HIS MOTHER

LESSON 45

THE STORY OF CORIOLANUS

Coriolanus was a proud patrician and had little sympathy for the common people of Rome. He sought the high office of consul, but was defeated by the people. The next year he showed his resentment by proposing in a famine that no food should be distributed among the people unless they would agree to give up the office of tribune, which they had obtained only after a long struggle with the patricians. For this proposal he was banished. He fled to the Volscians, and soon became the leader of the very forces that he had previously defeated. Locate the Volscians on the map (page 238). Success attended his leadership, and the Volscians advanced far into the Roman territory. Then the people of Rome, in terror, sent first an embassy of senators and then an embassy of priests to beg Coriolanus to spare Rome. When he would not listen to these pleaders, they sent him a group of matrons, with his mother, his

wife, and his children. To their appeals Coriolanus yielded. He led the Volscians away from Rome and spent the rest of his life among them in exile.*

458. CORIOLĀNUS

PERSŌNAE

GĀIUS MĀRCIUS CORIOLĀNUS
QUĪNTUS FABIUS, socius Coriolānī
VETURIA, māter Coriolānī
VOLUMNIA, marīta Coriolānī
LĪBERĪ CORIOLĀNĪ
NŪNTIUS

LOCUS: In castrīs Volscōrum. Ante praetōrium sedent CORIOLĀNUS et FABIUS. Procul appārent mūri et aedificia Rōmae

FABIUS. Bene et fēlīciter, Gāī, prō Volscīs pugnāvistī. Agrī Rōmānōrum vāstātī sunt, et multa aedificia in agrīs dēlēta sunt. Ūsque ad [1] quīntum mīliārium [2] appropinquāvimus. Illī sunt mūrī Rōmae. (*Dextrā Rōmam mōnstrat.*)

CORIOLĀNUS. Ōlim magnō cum gaudiō illōs mūrōs vidēbam. Nunc autem nūllō gaudiō [3] eōs videō.

FAB. Parvam grātiam tibi populus Rōmānus habuit.[4]

COR. Rēctē dīcis.[5] Patriam magnopere amābam. Prō Rōmā et patriā pugnābam. Etiam Coriolōs, oppidum Volscōrum, superāvī. Propter hoc factum meum [6] ā populō Coriolānus appellātus sum. Nunc in exsiliō maneō quod plēbī invīsus [7] eram. Nōn jam patriam amō. Nunc

* An account of this legend will be found in one of the following books:
HAAREN and POLAND. Famous Men of Rome, pp. 64–71.
GUERBER. The Story of the Romans, pp. 87–91.
TAPPAN. The Story of the Roman People, pp. 44–46.
HARDING. The City of the Seven Hills, pp. 52–58.

Rōmānī sunt inimīcī meī et semper erunt. Nunc cum Volscīs contrā patriam pugnō.

FAB. Quandō Rōmam oppugnābimus?

COR. Crās Rōma oppugnābitur. Facile (*easy*) erit illud oppidum expugnāre. Ō Rōma! poenās propter exsilium meum dabis![8] Ō ignāvī Rōmānī! Coriolānus invictus adest!

Intrat Nūntius

NŪNTIUS. Extrā portam castrōrum fēminae stant et "Gāī Mārcī! Gāī Mārcī!" clāmant.

COR. Quae sunt hae fēminae? Quid dēsīderant?

NŪN. Rōmānae mātrōnae sunt. Tē vocant.

COR. Jubē eās in castra intrāre et mihi appropinquāre.

Exit Nūntius

Sine dubiō hae fēminae auxilium ā mē implōrābunt. Verbīs illōrum virōrum nōn mōtus sum. Neque verbīs hārum fēminārum movēbor. Magna enim est mea īra.

Intrant VETURIA *et* VOLUMNIA *cum līberīs parvīs*

COR. Quid? Vōs! Cūr hīc adestis?

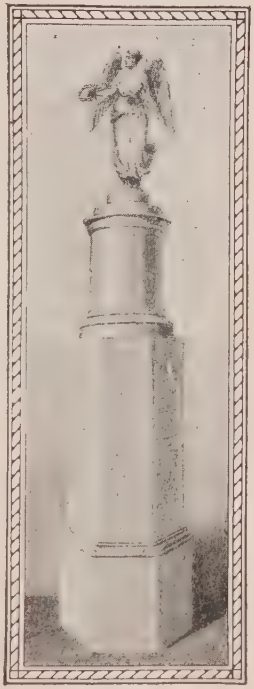
VETURIA. Ō mī fīlī!

VOLUMNIA. Ō cāre marīte! Quantō cum gaudiō tē vidēmus! Sine tē miserae fuimus, māter tua et marīta.

COR. Nōnne ego quoque miser fuī? Sed meī inimīcī mē in fugam dedērunt[9]: itaque in terrīs aliēnīs habitō.

VET. Etiam sī in terrā aliēnā habitās, dēbēsne contrā Rōmānōs pugnāre? Nōnne memoria patriae tē movet? Agrōs Rōmānōs vāstāvistis, tū et Volscī. Multa aedificia

nostra dēlēvistis. Nunc Rōmam occupāre parātis. (*Plōrat.*) In perīculō est Rōma propter tē et Volscōs. Ego et marīta et hī līberī (gladiī Volscōrum eōs exspectant) in perīculō sumus. Nōs servā. Sed praesertim Rōmam servā. Revocā hās cōpiās tuās.[6] Rōmānus tū es! Semper Rōmānus tū eris! Līberā patriam perīculō.[10] Ego, tua māter, hoc rogō.



THE GOLDEN MILESTONE OF AUGUSTUS

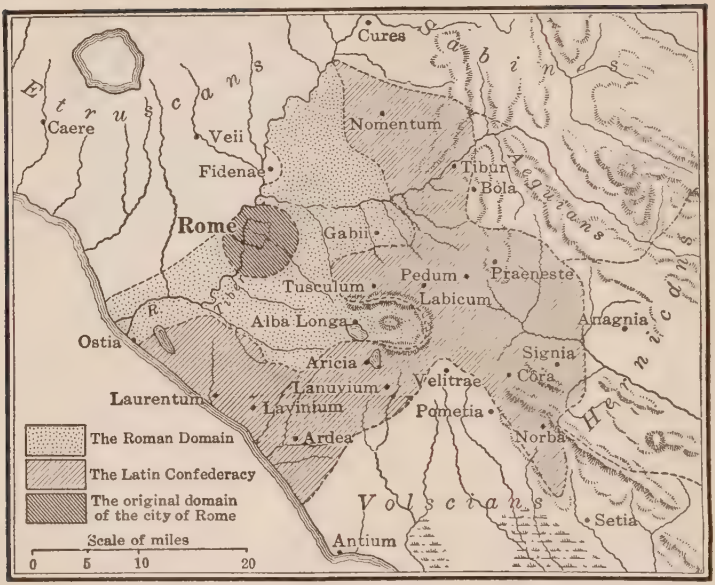
COR. Ō māter, Rōmam servāvistī, sed tuum fīlium perdidistī (*have destroyed*). Verbīs tuīs et lacrimīs moveor. Ō patria mea, superāvistī īram meam! Numquam meō gladiō dēlēberis. Rōmānus sum. Cōpiās Volscōrum revocābō. (*To* FABIUS) Virōs convocā et eīs nova imperia nūntiā. Crās ex agrīs Rōmānīs properābimus.

Exit in praetōrium CORIOLĀNUS *cum* VETURIĀ *et* VOLUMNIĀ *et līberīs*

459. Notes

1. **Ūsque ad,** *as far as.*

2. **Mīliārium,** *milestone.* The main roads from Rome were marked by milestones. Distances in later times were measured from a gilded stone in the Forum, set there by the emperor Augustus and regarded as the center of the Roman Empire.



MAP OF THE VICINITY OF ROME

The shaded area is Latium. Locate Rome, the Tiber, the Etruscans, the Volscians, Alba Longa, Veii, Lavinium, and Ostia

3. **Nūllō gaudiō,** *with no joy.* In expressions of manner **cum** may be omitted when the noun is modified by an adjective.

4. What do **grātiās agere** and **grātiam habēre** mean?

5. **Rēctē dīcis,** *you are right* (lit. *you speak rightly*).

6. **Hoc factum meum,** *this deed of mine.*

7. **Plēbī invīsus,** *hated by the common people.*

8. **Poenās dabis,** *you shall suffer punishment* (lit. *give penalties*). To the Romans punishment was a debt to be paid.

9. **Mē in fugam dedērunt,** *have put me to flight.*

10. With **līberō** and other verbs implying *separation,* the preposition **ā** (**ab**) may be omitted.

460. Vocabulary

New Word	Related Word	Meaning
fēlīciter, *adv.*		*successfully, happily*
ūsque, *adv.*		*all the way, up to*
exsilium, exsi'lī, *n.*	exile	(Meaning?)
inimīcus, -ī, *m.*	*in* (not) + *amīcus*	(Meaning?)
quandō, *adv.*		*when?*
poena, -ae, *f.*		*punishment*
ignāvus, -a, -um		*cowardly*
invictus, -a, -um		*unconquered*
implōrō, -āre, -āvī, -ātus	implore	(Meaning?)
līberī, -ōrum, *m. plur.*		*children*
cārus, -a, -um		*dear*
quantus, -a, -um	quantity	*how great?*
aliēnus, -a, -um	alien	*foreign*

461. Application of Latin to English

1. Explain the meaning of the italicized words:

a. Inspired by the occasion he made a very *felicitous* speech.

b. The Law Association proposes a revision of the *penal* code.

c. The Declaration of Independence asserts that all men are endowed with certain *unalienable* rights.

2. From **plōrāre**, *to weep*, comes im*plore*, meaning originally to get something by weeping, and, then, to beseech. A de*plor*able act is literally one which grieves us to tears; then, one that is lamentable and highly regrettable. Thus de*plore* corresponds exactly to the Anglo-Saxon *bewail*. Ex*plore* is from the same root, but has changed its meaning greatly.

3. *Subpoena* is derived from **sub**, *under*, and **poenā** (abl.), *penalty*, and is the name of a document issued by a court commanding a person to report "under penalty."

4. Indicate how a knowledge of derivation will assist you to spell occup*ant*, appar*ent*, and deplor*able* correctly.

Drill and Review

462. Decline **exsilium longum**, **is**, **ille**, **ego**, and **tū**.

463. Read, explain the gender and number of the predicate adjective, and translate:

1. Hic est meus. 2. Haec est mea. 3. Hoc est meum. 4. Hī sunt meī. 5. Hae sunt meae. 6. Haec sunt mea.

464. Supply the correct forms of **hic** and **ille**:

1. (*These*) culpō, (*those*) laudō. 2. (*This*) videō, (*that*) nōn videō. 3. (*This*) dōnum est grātum; (*that*) nōn grātum est. 4. (*Those*) sunt mātrōnae Rōmānae. 5. (*This*) est meum, (*that*) est vestrum.

465. Answer in Latin:

1. Prō quibus Coriolānus pugnābat?
2. Prō quibus quondam pugnāverat?
3. Quōrum agrī ab eō vāstātī erant?
4. Cūr Coriolānus illōs mūrōs parvō gaudiō spectābat?
5. Cūr Coriolānus in exsiliō erat?

466. Write in Latin:

1. Coriolanus, a famous Roman, was sitting in the camp. 2. He was then giving help to the Volscians. 3. For his enemies had overcome him and he had hastened into exile. 4. He was living with little pleasure in a foreign land, and his anger was great. 5. Veturia with the children of Coriolanus entered the camp. 6. By the tears of that woman he was moved. 7. Soon he hurried out of the fields.

467. Proceed as in previous exercises:

1. Volscī ūsque ad mūrōs castrōrum illōrum ambulāvērunt. 2. Volscī *nōbīs* poenās dabunt, sī nostrīs armīs superābuntur. 3. Hoc rēgnum est nostrum; illud est rēgnum eōrum. 4. Quantum dōnum ille meruit? 5. Hōc in locō manēte. Perīculum vītāte. 6. Līberī illōrum virōrum *nōbīs* cārī sunt. 7. Avus eius *in Italiā* diū rēgnāvit.

LESSON 46

THE COMBAT OF THE HORATII AND CURIATII

A famous exploit of the days when there were kings in Rome was the fight in which the three brothers Horatii won a war for the Romans. The Romans had made war on Alba Longa. Because both the Romans and the Albans feared that if they weakened themselves in this war they should become easy victims of their common enemy, the Etruscans, it was agreed to decide the war by a combat in which the Romans should be represented by three brothers, the Horatii, and the Albans by the three Curiatii, who were also brothers. How the combat was fought is told in the following exercise.*

Give all possible forms of **perīculum, Horātium, ūnum; illī, virī, laetī, perīculī; ego, subitō, illō, locō, hōc, voveō; Horātiōs, vōs.**

468. Quondam bellum erat inter Rōmānōs et Albānōs.[1] Forte apud Rōmānōs erant trēs frātrēs[2] validī, quī (*who*) Horātiī appellātī sunt; et trēs apud Albānōs, Cūriātiī. Propter perīculum patriae ūnus ex Horātiīs exclāmāvit: "Ego ipse[3] et meī frātrēs contrā illōs trēs Cūriātiōs libenter pugnābimus. Sīc vōs ipsī[3] tūtī eritis." Hoc cōnsilium duōbus[4] populīs grātum erat: Cūriātiī prō Albā pugnābunt, Horātiī prō patriā; reliquī erunt tūtī ā proeliō; et ibi imperium erit ubi victōria fuerit.

Itaque virī sē[5] armāvērunt et in medium spatium inter duōs populōs properāvērunt. Spectābant hinc Rōmānī,

* An account of this legend may be read in one of the following books:
HAAREN and POLAND. Famous Men of Rome, pp. 33–38.
GUERBER. The Story of the Romans, pp. 38–42.
TAPPAN. The Story of the Roman People, pp. 12–14.

HORATIUS SEPARATES HIS THREE OPPONENTS

inde Albānī. "Mē prō patriā voveō," clāmāvit Horātius. "Nōs prō Albā vovēmus," clāmāvērunt Cūriātiī. Tum signum datum est et īnfestīs armīs sex virī pugnāvērunt.

Statim duo ex Horātiīs ab Albānīs necātī sunt. Trēs Cūriātiī ā Rōmānīs vulnerātī erant. Ūnus Horātius integer erat. Cum gaudiō cōpiae Albānae conclāmāvērunt; nam certam victōriam exspectābant. Rōmānī dē victōriā dēspērābant. Ūnum Horātium trēs Cūriātiī circumsteterant.

Quod tribus impār (*no match for three*) erat, tertius Horātius in fugam sē dedit.[6] Hōc modō Cūriātiōs sēparāvit. Jam aliquantum spatī[7] ex eō locō properāverat, cum respiciēns (*looking back*) vīdit ūnum ex Cūriātiīs nōn

procul ā sē abesse.[8] Subitō revertit (*turned back*) et eum superāvit. Deinde eōdem modō (*in the same way*) secundum necāvit. Tertius mānsit. Sed illud proelium nōn fuit. Ille dēfessus et vulnerātus[9] facile ab Horātiō necātus est.

Tum laetī Rōmānī exclāmāvērunt: "Nostra est victōria. Posthāc Alba ā nōbīs rēgnābitur."

469. Notes

1. **Albānōs**, the people of Alba. Locate Alba Longa and the Etruscans on the map (page 238).

2. What does the story require **frātrēs** to mean?

3. **Ego ipse**, *I myself*. **Ipse** is an emphatic or intensive pronoun, meaning *-self* (plural, *-selves*), and getting a particular meaning, *myself*, *yourselves*, etc., from the word with which it is associated in a sentence. Its declension is similar to that of **ille**.

4. **Duōbus**: dative plural (like **quibus**).

5. **Sē armāvērunt**, *armed themselves*. **Sē** is a reflexive pronoun, meaning *himself*, *herself*, *itself*, or *themselves*.

6. **In fugam sē dedit**, *took to flight* (lit. *gave himself to flight*).

7. **Aliquantum spatī**, *some distance* (lit. *somewhat of distance*). This use of a genitive modifying an indefinite word is frequent in Latin.

8. **Ūnum . . . abesse**, *that one was* (lit. *one to be*). In expressions of this type after verbs meaning *to perceive*, *to think*, or *to say*, the infinitive is used in Latin. English sometimes uses the infinitive: as, "I think him to be honest"; but, more frequently, a clause introduced by *that* with the indicative: as, "I think that he is honest." The clauses following "I think" are called indirect statements.

9. **Vulnerātus**, *wounded* (lit. *having been wounded*, a perfect passive participle); it modifies **ille**, as does **dēfessus**.

470. The Intensive and Reflexive Pronouns *

In English the ending *-self* (plural, *-selves*) is joined to the personal pronouns to form the words *myself, yourself, himself,* etc. These words are used in English in two different ways. They are used (1) in an emphatic or intensive sense and, when so used, may be called *intensive* pronouns. When used for emphasis only, they are in apposition with some other word and may *always be omitted without affecting the sense* of the sentence: as, "I *myself* saw him"; "I saw him *myself*." These sentences would have the same general meaning without the intensive pronouns. These words may also be used (2) as *reflexive* pronouns, having their own case construction in the sentence as objects of verbs or of prepositions, and referring back to the subject in such a way as to make them necessary to the thought: as, "He injured *himself*"; "They considered *themselves* fortunate"; "He bought this for *himself*." The omission of these pronouns when used reflexively would destroy the meaning of the sentence.

This distinction between the intensive and reflexive uses of *-self* (*-selves*) is very important because the uses are expressed in Latin by different words.

The Latin Intensive Pronoun. In Latin all the above pronouns, when used in an intensive sense, are expressed by the single word **ipse,** which regularly agrees with the noun or pronoun emphasized: as, **Ego ipse in bellō fuī,** *I myself was in the war*; **Virum ipsum vīdimus,** *we saw the man himself.* **Ipse** (*-self*) is declined exactly like **ille,** *that,* except that it has the neuter singular ending **-um** for the nominative and accusative cases. Decline **ille,** and then decline **ipse** with just that difference. See the Appendix, page 17. A pronoun with which **ipse** is in agreement may be omitted: as, **Ipse vulnerātus est,** *he himself was wounded.*

* To the Teacher. It is suggested that the ideas discussed in this section be developed in class before the section is assigned for study.

The Latin Reflexive Pronouns. In Latin the personal pronouns of the first and second persons are used as reflexive pronouns, corresponding to *myself, yourself, ourselves, yourselves*, when used as the objects of verbs or of prepositions: as, **Mē culpō et tē culpās**, *I blame myself and you blame yourself*; **Nōs culpāmus et vōs culpātis**, *we blame ourselves and you blame yourselves*. The reflexives naturally lack the nominative case. Why? Decline **meī**, *myself*, and **tuī**, *yourself*, in both numbers.

For the third person a special reflexive pronoun, **suī**, is used for all genders: as, **Vir sē culpat**, *the man blames himself*; **Rēgīna virōs ad sē vocat**, *the queen summons the men* (lit. *calls the men to herself*). What case will be missing and why?

Examine the declension of **suī** as given in the Appendix, page 15, and note the following points:

1. The nominative case is lacking.

2. The singular and plural are alike; that is, **sē** means *himself, herself, itself*, or *themselves*.

3. **Suī** is declined exactly like **tū** (**suī** lacks the nominative).

These observations should enable you to learn **suī** very quickly and also strengthen your hold on the declension of **tū**.

471. Vocabulary

New Word	Related Word	Meaning
ipse, ipsa, ipsum, *intens. pron.*		*-self, -selves, very*
libenter, *adv.*		*gladly, willingly*
reliquus, -a, -um	relic	*rest of, remaining*; plur., *the rest*
suī, *reflex. pron.*		*of himself (herself, itself, themselves)*
armō, -āre, -āvī, -ātus	*arma*	(Meaning?)
hinc, *adv.*	*hīc*	*hence, from here, from this side*
inde, *adv.*		*thence, from that side*

New Word	Related Word	Meaning
īnfestus, -a, -um		*hostile, threatening*
integer, -gra, -grum	integer, integral	*fresh, complete, sound*
conclāmō, -āre, -āvī, -ātus	*clāmō*	*call out together, shout*
certus, -a, -um		*sure, certain*
dēspērō, -āre, -āvī, -ātus	despair, *spērō*	(Meaning?)
circumstō, -āre, -stetī	*circum* + *stō*	(Meaning?)
modus, -ī, *m.*	mode	*manner, way*
sēparō, -āre, -āvī, -ātus	separate	(Meaning?)
secundus, -a, -um	second	(Meaning?)
posthāc, *adv.*	*post* + *hāc*	*after this, hereafter*

472. Application of Latin to English

1. Explain the meaning of the italicized words:

a. His faithfulness and *integrity* were beyond question.
b. The defendant was convicted on *circumstantial* evidence.
c. The house was filled with *relics* of a bygone age.

2. The Latin word **integer**, *fresh, whole*, is used in mathematics in its original form, meaning a whole number (with **numerus**, *number*, understood). An *integr*al part of anything is necessary for completeness. *Integr*ity is mental completeness, soundness. It corresponds exactly to the Anglo-Saxon *wholesomeness*. Explain dis*integr*ate.

3. State which of the forms included in parentheses in the following sentences are correct:

a. Every one of the boys did the work (themselves, himself).
b. Each of you repeat this to (himself, yourselves).
c. Anybody can see that for (himself, themselves).
d. The team won the game (themselves, itself).
e. Norman and (myself, I) went early.
f. We went there (ourselves, ourself).
g. The boys did all the work (themselves, theirselves).
h. He told me it (hisself, himself).

Drill and Review

473. Decline **is vir ipse, illa mātrōna ipsa, id oppidum ipsum.**

474. Read and translate:

1. Mārcus ipse adest. 2. Cornēlia ipsa adest. 3. Oppidum ipsum est tūtum. 4. Ego ipse parātus sum. 5. Tū ipsa parāta es. 6. Vir ipse parātus est. 7. Virum ipsum vīdī. 8. Ipse virum vīdī. 9. Vītae līberōrum ipsōrum tūtae nōn erant.

475. Complete the following sentences:

1. Vōs (*yourselves*) in Italiā fuistis. 2. Ego (*myself*) hoc vīdī. 3. Puella (*herself*) ex vīllā properat. 4. Virum (*himself*) vocāverant. 5. Fīlius (*of the man himself*) adest. 6. Dōna (*to the slaves themselves*) dabuntur.

476. Read and translate:

1. Vir eum vulnerāvit. 2. Vir sē vulnerāvit. 3. Sē culpant, sed eōs laudant. 4. Sē armāverat. 5. Sibi vīllam aedificat. 6. Ipse docet. Mē doceō. Sē docent. Vōs docētis. Vōs ipsōs docent.

477. Express in Latin the italicized words:

1. *He* prepares. 2. He prepares *him*. 3. He *himself* prepares. 4. He prepares *himself*. 5. He prepares dinner *for himself*.

Then make each pronoun plural and express it in Latin.

478. Proceed as in previous exercises:

1. Amūlius rēgnum ipsum occupāre nōn dubitāvit. 2. Inde *in oppidum* properābō; ibi multōs amīcōs habeō. Illī amīcī *mihi* cibum et aquam dabunt. 3. Reliquī captīvī sē līberāvērunt. 4. Numquam in perīculīs dēspērant. 5. Servus sibi cibum parat. 6. Vōs ipsī errātis, sī in lūdō dīligenter nōn labōrātis. 7. Hinc Rōmam ipsam facile videō. 8. Tum certa victōria nōs incitāverat; nunc dēspērāmus. 9. Quantō gaudiō vōs vidēmus! 10. Illī carrī integrī sunt; frūmentum igitur eīs portābitur.

LESSON 47

TARQUIN THE PROUD AND THE SIBYLLINE BOOKS

In the early days of Rome a strange woman came to King Tarquin the Proud and offered to sell him nine books, which she said contained predictions of the future destinies of the city. The rest of the story is told in the Latin.*

Give all possible forms of **hī, librī, mihi, eī; illīus, Tarquinius, rūrsus; fēmina, ōrācula, morā; haec.**

479. Ab antīquīs[1] haec fābula dē librīs Sibyllīnīs[2] nārrābātur: Quondam fēmina incognita ad Tarquinium Superbum[3] novem librōs portāvit. "Hī librī," inquit, "sunt dīvīna ōrācula. Eōs tibi vēndere volō."[4] "Quantum est pretium?" rogāvit Tarquinius. Sine morā fēmina immēnsum pretium prō novem librīs postulāvit. "Pretium tuum," respondit ille, "nōn aequum est; nimium est. Insāna es"; et fēminam rīsit. Illa statim ab Tarquiniō discessit[5] et in focō trēs ex novem librīs exussit.[5] Rūrsus apud Tarquinium appāruit. "Nōnne mihi dabis," inquit, "idem[6] pretium prō sex reliquīs?" Rūrsus Tarquinius negāvit et multō[7] magis rīsit. Tum fēmina incognita trēs ex sex librīs exussit atque prō reliquīs idem pretium postulāvit. Nōn jam Tarquinius illam rīdēbat; nam cōnstantia illīus eum dēlectāverat et mōverat. Dēnique librōs trēs reliquōs ēmit.[5] Fēmina discessit neque um-

* For a full account of this legend read one of the following books:
HAAREN and POLAND. Famous Men of Rome, pp. 46–50.
GUERBER. The Story of the Romans, pp. 54–66.
TAPPAN. The Story of the Roman People, pp. 21–23.
HARDING. The City of the Seven Hills, pp. 29–32.

quam posteā ā Rōmānīs vīsa est. Eī librī appellātī sunt Sibyllīnī. Ad eōs quasi ad ōrāculum Rōmānī posteā properābant sī magnō in perīculō erant.

THE SIBYL BEFORE TARQUIN

In this picture the Sibyl is represented as burning the books in the presence of Tarquin. How does this differ from the version in the Latin story?

480. Notes

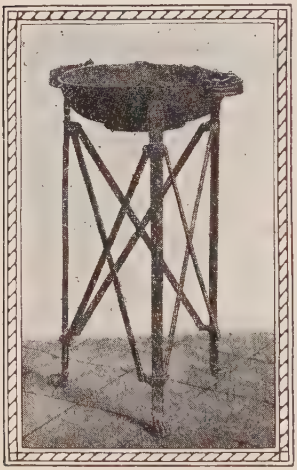
1. **Antīquīs,** *the ancients.* How is the adjective used here?

2. The books were called Sibylline because the woman who sold them to King Tarquin was supposed to be the famous Cumaean sibyl, a priestess of Apollo.

3. Pride was a marked characteristic of Lucius Tarquinius, the last of the seven kings of early Rome. Hence the adjective **Superbus** was added to his name.

4. **Vēndere volō,** *I wish to sell.*

5. **Discessit** is a verb of the third conjugation, as are also **exussit** and **ēmit**, occurring later in the story. If you are unable to solve their meanings from your knowledge of the story, look up **discēdō**, **exūrō**, and **emō** in the general vocabulary.



A ROMAN BRAZIER

6. **Idem**, *the same*, is a demonstrative pronoun composed of the familiar pronoun **is** and the suffix **-dem**. The first part is declined, while the suffix remains unchanged.

7. The adverb **multō** modifies **magis**.

481. The Declension of *Īdem*

Review first the declension of **is**. Then compare with it the declension of **īdem** as given in the Appendix, page 16.

From this examination you have found that the declension of **īdem** differs from that of **is** only in the loss of **-s** in the nominative singular masculine, with a lengthening of **i**, and in the change of **m** to **n** before **d** to aid pronunciation. You should now be able to give the declension of **īdem**.

482. Vocabulary

New Word	Related Word	Meaning
incognitus, -a, -um	incognito	*unknown, strange*
dīvīnus, -a, -um	divine	(Meaning?)
pretium, pre′tī, *n.*		*price*
immēnsus, -a, -um	immense	(Meaning?)
postulō, -āre, -āvī, -ātus		*demand*
aequus, -a, -um	equal	*level, even, equal, fair*
nimius, -a, -um		*too great*

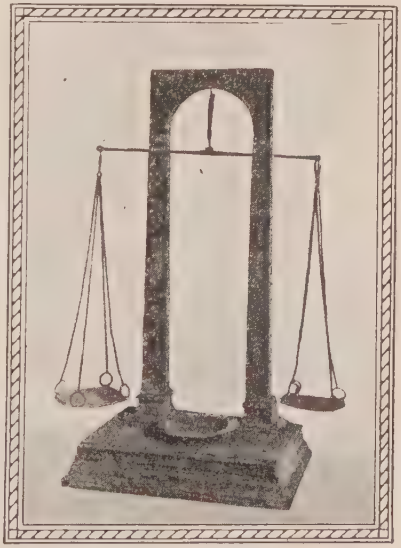
New Word	Related Word	Meaning
īnsānus, -a, -um	insane	(Meaning?)
īdem, eadem, idem, *dem. pron.*	identical	*the same*
multō, *adv.*	*multus*	*much*
magis, *adv.*		*more*
atque, *conj.*		*and*
umquam, *adv.*	*numquam*	*ever*
quasi, *adv. and conj.*		*as if*

483. Application of Latin to English

1. Explain the meaning of the italicized words:

a. The *depreciation* of an automobile is greatest the first year.
b. He awaited with *equanimity* the announcement of the result.
c. The witness was unable to *identify* the prisoner.
d. Before the days of Caesar Britain was *terra incognita.*
e. The prince traveled *incognito* and thus avoided the crowds.

2. *Equ*al is derived from **aequus,** *level, equal, fair,* and means literally on the same level, or even with. *Equ*ality is evenness. An ad*equ*ate preparation is one equal to the occasion. *Equ*ity is fairness, justice. In the same way we sometimes speak of a person as being "on the level." An *equ*itable act is one that is fair and just. In*iqu*ity is literally injustice, then un-



EQUILIBRIUM (A ROMAN LĪBRA)

righteousness, wickedness. Explain *equ*ator, *equ*ation, *equ*able, *equ*animity, *equi*lateral, *equi*valent. The *equi*nox is the time when the sun crosses the equator, making the night (**nox**) equal to the day. This occurs about March 21 and September 22. An *equi*vocal remark is one that has two interpretations equally applicable and hence is ambiguous. Two forces are said to be in *equi*librium when they are equally balanced (**lībra**, *a balance*).

Drill and Review

484. Decline **īdem agricola miser** and **idem praesidium.**

485. Give the principal parts and the three stems of **postulō**; make a synopsis of it in the third singular active.

486. Read and translate:

1. Hodiē fābula nōbīs nārrāta est. 2. Eadem fābula nārrāta est. 3. Īdem magister fābulam nārrāvit. 4. Fābulam dē eādem fēminā et dē eīsdem librīs nārrāvit. 5. Eadem fēmina apud eundem Tarquinium appāruit. 6. Eōsdem librōs portāvit. 7. Idem pretium postulāvit. 8. Tarquinius eōdem modō respondit. 9. Tandem eīdem fēminae pecūniam dedit.

487. Express in Latin the italicized words:

1. We live *in the same street*. 2. We have *the same friends*. 3. We go *to the same school*. 4. *The same teacher* instructs us. 5. We study *in the same way*. 6. *The same boys* walk with us.

488. Write in Latin:

1. Our men are arming themselves. 2. Carry them their weapons. 3. They will be armed with the same weapons. 4. They will arm themselves with the same care. 5. We shall not arm them; we shall give them aid. 6. In the last battle they fought with boldness. 7. In this battle they will fight in the same way.

LESSON 48

CORNELIA AND HER JEWELS

One of the famous families of Rome was that of the Gracchi. In the midst of the growing devotion to the pursuit of wealth and pleasure that characterized the Romans of Italy in the period 150–125 B.C. this family was a shining example of the old Roman qualities of patriotism, integrity in private life, and regard for the gods. The two most prominent members of the family were Tiberius and Gaius Gracchus. They were carefully brought up and educated by their mother. Both lost their lives in their effort to improve the conditions of the common people.*

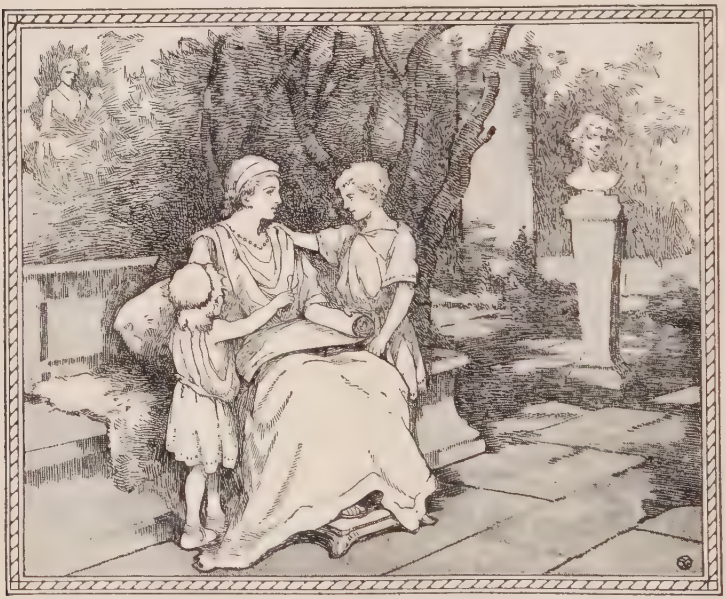
Give all possible forms of **eius, clārus, illīus; magna, magnā, ingenia, nātūrā, ea; sē, ipse.**

489. Inter optimōs et sapientissimōs[1] Rōmānōs erat Semprōnius Gracchus, vir et in bellō et in pāce propter virtūtēs (*character*) et ingenium praeclārus. Marīta eius erat Cornēlia, fīlia Scīpiōnis illīus quī (*who*) Āfricānus appellātus est quod Carthāginiēnsēs, quī (*who*) in Āfricā habitābant, superāverat. Fīliī eōrum erant Tiberius Semprōnius Gracchus et Gāius Semprōnius Gracchus.

Magnā dīligentiā puerī ā Cornēliā doctī sunt. Fīliōs enim cum cūrā ēducāre, ut Cornēlia et optimae Rōmānae exīstimābant, prīmum officium mātrōnae Rōmānae erat. Itaque Cornēlia ipsa studiīs fīliōrum operam dabat et eīs optimōs magistrōs et Rōmānōs et Graecōs praebēbat.

* See the following books for accounts of the Gracchi:
HAAREN and POLAND. Famous Men of Rome, pp. 142–147.
GUERBER. The Story of the Romans, pp. 146–152.
TAPPAN. The Story of the Roman People, pp. 108–117.
HARDING. The City of the Seven Hills, pp. 158–165.

Animōs puerōrum exemplīs [2] antīquae virtūtis (*strength of character*) semper exercēbat. Saepe parvōs puerōs ad sē vesperī (*in the evening*) vocābat et eīs fābulās dē initiīs



CORNELIA AND HER SONS

Rōmae nārrābat. Ingenia hōrum puerōrum nātūrā (*by nature*) erant ēgregia. Superba erat Cornēlia propter fīliōs.

Ōlim mātrōna nōbilissima [3] Cornēliae ōrnāmenta sua [4] ostendēbat.[5] Pulchra et pretiōsa erant ōrnāmenta; et ea Cornēlia spectāvit atque laudāvit. Deinde fīliōs suōs [6] ad sē vocāvit: "Haec," inquit, "sunt mea ōrnāmenta."

In monumentō Cornēliae sōla verba erant "Māter Gracchōrum."

490. Notes

1. **Sapientissimōs**, *wisest*; superlative degree.
2. What does the **exemplīs** group tell?
3. **Nōbilissima**, *very noble*; superlative degree.
4. **Sua**, *his, her, its*, or *their*, is a possessive *adjective* modifying and agreeing with **ōrnāmenta**. *It always refers to the subject*; that is, it is *reflexive*. Hence **sua** here means *her* since it refers to the subject **mātrōna**, although it is neuter plural to agree with **ōrnāmenta**.
5. **Ostendēbat**, *was displaying*. Explain *ostentatious*.
6. **Suōs** refers to the subject, and the subject is **Cornēlia**. Hence **suōs** means *her*. Why is it accusative plural masculine?

491. Possessive Adjectives *

The genitives of the Latin personal pronouns of the first and second persons (**meī, tuī, nostrī, vestrī**) are not used to express possession. Instead, the possessive adjectives **meus, tuus, noster**, and **vester** are used: as, **meus liber**, *my book*; **tuī librī**, *your books*. But the genitive of the personal pronoun of the *third* person (regularly **is**, sometimes **hic** or **ille**) *is used* to express possession: as, **eius liber**, *his book*; **eōrum librī**, *their books*.

The possessive adjectives of the first and second persons, like the corresponding English words, *my, your, our*, may be used to refer either to the subject or to some other person: as, **Librum meum habeō**, *I have my own book*; **Librum tuum habeō**, *I have your book*. But in the *third* person Latin has two words corresponding to English *his* and *their*, according to whether the subject is referred to or not. **Suus, -a, -um**, meaning *his, her, its*, or *their*, is used when the *subject* is referred to, that is, when a *reflexive* is desired: as, **Librōs suōs habet**, *he has his*

* To the Teacher. It is suggested that the ideas contained in this section be developed in class before the section is assigned for study.

own books; **Librōs suōs habent**, *they have their own books*. When a person other than the subject is referred to, the genitive of is (or of hic or of ille) is used. Thus, **Librōs eius habet** means *he has his* (someone else's) *books*; **Librōs eōrum habent**, *they have their* (other persons') *books*. Remember that **suus** always refers to the *s*ubject. Remember also that suus is an *a*djective and therefore *a*grees with the noun it modifies in gender, number, and case.

To sum up: **Suus** gets its *meaning* from the *subject*, and its *form* from the *noun it modifies*.

492. Vocabulary

New Word	Related Word	Meaning
praeclārus, -a, -um	*clārus*	*distinguished*
exīstimō, -āre, -āvī, -ātus		*think, believe*
prīmus, -a, -um	primary	(Meaning?)
officium, offi'cī, *n.*	official	*duty*
studium, stu'dī, *n.*	study	*eagerness, zeal, study*
exerceō, -ēre, -uī, -itus		*train, exercise*
nātūra, -ae, *f.*	nature	(Meaning?)
ōrnāmentum, -ī, *n.*	ornament, *ōrnō*	(Meaning?)
suus, -a, -um, *reflexive adj.*	*suī*	*his own, her own, its own, their own*
pretiōsus, -a, -um	*pretium*	*costly*
deinde, *adv.*		*then, next*
monumentum, -ī, *n.*	monument, *moneō*	(Meaning?)

493. The Suffix *-ōsus*

The suffix **-ōsus** means *full of*. **Bellicōsus**, from **bellum**, means *full of war*, eager to fight; **pretiōsus**, in this lesson, means *full of cost*, costly. This suffix appears in English sometimes as *-ose*, more frequently as *-ous*: as, ***bellicose***, ***precious***.

Give the original Latin forms (with their meanings) of *sumptuous, copious, verbose, famous, glorious, studious*.

494. Application of Latin to English

1. Explain the meaning of the italicized words:

a. His services were of *inestimable* value.
b. He attempted to commit *suicide.*
c. Let us first *ascertain* the facts.
d. That young man is too *officious.*

2. **Monēre**, *to warn, to advise*, appears in the English words *admonish*, to advise; *admonition*, advice; *monitor*, literally one who advises, then, sometimes, a pupil who is selected to oversee other pupils; *monument*, a memorial, something that reminds one; *premonition* (*prae-*), a forewarning of something coming.

A ROMAN NECKLACE

3. Explain the following derivatives of **prīmus**, *first*: *primary*, *prime*, *primitive*, *primeval*, *primacy*, *primer*, *primate*.

4. *Money* and *mint* are both derived from the name **Monēta**, meaning *the Adviser* (from **monēre**, *to advise*), which was applied to the goddess Juno. It happened that in ancient Rome the temple of Juno Moneta, situated on the Capitoline Hill, was used for the coinage of money. This temple was known as the "Moneta," to distinguish it from other temples of the same goddess. Coins struck off in this temple were engraved with the word "Moneta," and hence the word came to mean the money itself. The spelling changed in two directions, producing the doublets *mint* and *money*.

5. Why is *official* spelled with *c*, and *initial* with *t*?

Drill and Review

495. Decline **officium meum** and **illud monumentum.**

496. Conjugate **exīstimō** in the tenses based on the present stem; make a synopsis of **exerceō** in the third person of the active voice.

497. Explain the difference in meaning of the following pairs of sentences, and state in what respect the Latin is clearer than the English translation:

1. Fīliōs eius laudat. Fīliōs suōs laudat.
2. Fīliōs eōrum laudant. Fīliōs suōs laudant.
3. Librōs tuōs habeō. Librōs vestrōs habeō.

498. Read and translate:

1. Meus amīcus adest. 2. Tuī amīcī absunt. 3. Amīcī eōrum absunt. 4. Nostrī amīcī et vestrī amīcī et amīcī eius absunt. 5. Ego tuōs amīcōs videō, sed tū amīcōs meōs nōn vidēs. 6. Cum amīcīs suīs Mārcus ambulat. 7. Herī cum amīcīs eius ambulābat.

499. Express in Latin the italicized words:

1. The farmer is exercising *his (own) horse.* 2. He is not exercising *his (someone else's) horse.* 3. He cannot fight *with his sword*; I have it. 4. She gives *her children* gifts.

500. Proceed as in previous exercises:

1. Jūlius Caesar, prīmus ex Rōmānīs, *Britanniam* vīsitāvit. 2. Ipse *in eā īnsulā* nōn diū mānsit. 3. Incolae Britanniae *magnō cum studiō* prō sē pugnāvērunt. 4. *Eius* sociī anteā dē nātūrā illīus īnsulae nūntiāverant. 5. Ut exīstimō, *tuum studium* laudārī dēbet. 6. Officia *mātrōnae Rōmānae* multa erant. 7. Sē et suōs līberōs servāvit. Deinde suōs amīcōs convocāvit. 8. Togātī Rōmānī *in forum* saepe convocātī sunt. 9. Aurum et praeda eīsdem carrīs trānsportābantur.

LESSON 49

A PYRRHIC VICTORY

The Roman soldier was famous not only for his unflinching courage, but still more for his unconquerable spirit even in the face of defeat. It was to this quality more than to anything else that Rome owed her continuous success in conquering, first, Latium, the district immediately around Rome, then all of Italy, and finally the civilized world. In her wars with the Greeks of southern Italy she came into conflict for the first time with an enemy from beyond the seas. For the Greeks had asked the help of their kinsmen, and Pyrrhus, king of Epirus, one of the districts of Greece, came to their aid with a large army and twenty elephants. At first Pyrrhus was successful and defeated the Romans in several battles. But he lost so many men in his first battle that another such victory would have ruined his army. From that time on, the term "Pyrrhic victory" was applied to a victory that all but ruined the victor.*

In this story you will meet the forms of a new declension. Make sure first that you know the following forms so well that you will not confuse the new forms with the old: **hī, eī, Rōmānī; victōriīs, eīs; terrā, castra, victōria; imperium, numerum.**

501. Paulātim imperium Rōmānōrum multīs victōriīs auctum erat atque vīcīnī superātī erant.[1] Tandem Rōmānī contrā Tarentīnōs[2] pugnābant. Hī ā Pyrrhō, rēge[3] Ēpīrī, auxilium petīvērunt (*sought*), quod victōriam dēspērābant. Ille mox in Italiam nāvigāvit tumque prīmum Rōmānī

* For an account of Pyrrhus read one of the following books:
HAAREN and POLAND. Famous Men of Rome, pp. 108–113.
HARDING. The City of the Seven Hills, pp. 115–124.
GUERBER. The Story of the Romans, pp. 115–121.
TAPPAN. The Story of the Roman People, pp. 58–60.

cum trānsmarīnīs mīlitibus [3] pugnāvērunt. Contrā Pyrrhum et cōpiās eius Valerius cōnsul[3] erat dux[3] Rōmānōrum.

Forte explōrātōrēs [3] rēgis ā mīlitibus Rōmānīs captī sunt (*were captured*). Hōs Valerius neque necāvit neque in

ELEPHANTS OF PYRRHUS IN BATTLE AGAINST THE ROMANS

vinculīs tenuit, sed castra sua et legiōnēs [3] mōnstrāvit. Tum eōs līberāvit. Sīc rēx dē numerō Rōmānōrum reperīre potuit.[4]

Paulō post mīlitēs rēgis cum cōpiīs cōnsulis pugnābant. Prīmō fortūna Rōmānōs jūvit et Graecī superābantur. Tum rēx elephantōs in Rōmānōs agī [5] jussit. Immēnsa corpora [3] elephantōrum Rōmānōs terruērunt; nam elephantī numquam ab eīs in proeliō vīsī erant. Tamen

mīlitēs cōnsulis fortiter pugnāvērunt et magnum numerum Graecōrum necāvērunt. Dēnique autem superātī sunt.

Quīdam (*A certain*) mīles Pyrrhī corpora Rōmānōrum necātōrum,[6] quae (*which*) in terrā jacēbant, spectābat. Subitō exclāmāvit: "Ō rēx magne, illōs virōs spectā! Quam trucēs vultūs[7] habent! Vulnera[3] illōrum sunt adversa!"[8] Rēx respondit: "Ego cum tālibus (*such*) mīlitibus dominus orbis terrārum[9] essem (*I should be*). Sī iterum eōdem modō illōs Rōmānōs superāverō, sine ūnō mīlite in Ēpīrum revertar (*shall return*)."

502. Notes

1. It took several hundred years for the Romans to extend their territories to the southern end of Italy. Rome first conquered Latium, then Samnium, and then the Greeks of southern Italy, who occupied Bruttium and Calabria and the seacoast of Lucania and Campania. Locate these districts on the map facing page 266.

2. **Tarentīnōs,** *the people of Tarentum.* The southern part of Italy was originally settled by Greeks, and was called *Magna Graecia.* Here a highly developed civilization had sprung up, fond of wealth and pleasure. The ancients used to say that the people of Tarentum, one of the cities of this region, had more holidays than there were days in the year.

3. **Rēge** and a number of other nouns in this story belong to the third declension. This declension includes all nouns ending in **-is** in the genitive singular. For the endings of the other cases see the Appendix, page 11.

4. **Reperīre potuit,** *was able to find out.*

5. **Agī,** *to be driven.* What form must it be? What is the reason for the case of **elephantōs**?

6. **Necātōrum,** *dead, slain*; a perfect passive participle.

7. **Quam trucēs vultūs,** *what fierce expressions*; accusative.

8. **Adversa,** *in front* (lit. *turned toward*), indicating that each man died facing the enemy.

9. **Orbis terrārum,** *of the world* (lit. *of the circle of the lands*); modifies **dominus.**

503. The Third Declension

PYRRHUS

Learning a new declension is not simply a matter of memory.* Turn to the Appendix, page 11, and examine carefully the case endings of the third declension and the inflection of the typical nouns given there. Note first *what forms are alike.* In other words, reduce the forms to be learned to the smallest possible number. Then see what case endings are like those already familiar. Then see if English can give you any help. Note with especial care any forms that are likely to be confused with forms previously learned. Follow this plan in learning all new inflections.

Now see how many of the following points you noted:

1. The dative and ablative plural are alike. The ending is the same as in **quibus.**

2. The nominative and accusative plural are alike in all genders.

* To the Teacher. It is suggested that the points brought out in this section should first be developed through a study in class of the third declension as given in the Appendix.

3. The dative singular ends in **-ī**, like the dative singular of **is**.

4. The accusative singular (masc. and fem.) ends in **-m** as in the other declensions, but with a different vowel before it.

5. The genitive singular ends in **-s**, like the corresponding possessive case in English: as, *boy's*.

6. The nominative plural (masc. and fem.) ends in **-ēs**, like *foxes*.

7. The genitive plural ends in **-um**, and needs to be carefully distinguished from the accusative singular masculine, and the nominative and accusative singular neuter, of the second declension.

8. The third declension contains nouns of all three genders.

After making these observations you should be able to learn quickly the declensions of the model nouns and to remember them permanently.

504. The Stems of Nouns of the Third Declension

Note that you cannot form the genitive singular by simply adding the ending **-is** to the nominative case; for the spelling of the core, or stem, of the word found in the other cases is usually not the same as in the nominative. Thus the *stems* of **rēx** and **mīles**, to which the case endings are added, are **rēg-** and **mīlit-**, but they could not be known from the nominative case. In order to decline a noun of the third declension you must, therefore, learn the nominative and genitive singular and the gender. Usually the spelling of the genitive singular is shown by English derivatives, since these come from the *stem* of the word and not from the nominative case. Try to connect an English derivative which shows the spelling of the genitive singular with every new noun of the third declension. Thus *military* shows that the stem of **mīles** is **mīlit-**, and the genitive singular is, therefore, *mīlitis*. Similarly *matrimony* shows the stem and genitive singular of **māter**, *corporal* of **corpus**, *regal* of **rēx**.

The gender of nouns of the third declension must be learned with their meanings. Nouns in **-tor** are masculine.

505. Vocabulary

New Word	Related Word	Meaning
paulātim, *adv.*		*gradually, little by little*
rēx, rēgis, *m.*	regal, *rēgnum*	*king*
mīles, mīlitis, *m.*	military	*soldier*
cōnsul, cōnsulis, *m.*	consul	(Meaning?)
dux, ducis, *m.*	ducal	*leader*
explōrātor, -ōris, *m.*	explorer	*scout*
vinculum, -ī, *n.*		*chain, bond*
legiō, legiōnis, *f.*	legion	(Meaning?)
paulō post		*soon afterwards*
prīmō, *adv.*		*at first*
elephantus, -ī, *m.*	elephant	(Meaning?)
corpus, corporis, *n.*	corporal	(Meaning?)
vulnus, vulneris, *n.*	*vulnerō*	(Meaning?)
iterum, *adv.*		*again, a second time*

506. The Suffix *-tor*

The suffix **-tor** means *one who* does the act. **Explōrāre** means to search out; **explōrā*tor***, one who searches out, a scout. **Imperāre** means to command; **imperā*tor***, one who commands, a commander. Many words in **-tor** have passed into English: as, **nārrātor, cūrātor.**

JĀNUA ET JĀNITOR

From what Latin verbs are the following nouns in **-tor** derived?

doctor	monitor	nāvigātor
imperātor	nārrātor	spectātor

Which of these nouns are used in English?

The suffix **-tor** is sometimes added to nouns. What are the meanings of **gladiā*tor***, **jānitor**, **viā*tor***?

507. Application of Latin to English

1. Explain the meaning of the italicized words:

a. Many unfavorable circumstances *militated* against our success.
b. The blood contains red and white *corpuscles.*
c. He kept *reiterating* his request.
d. His *arrogance* was unendurable.

2. **Corpus**, *body*, has a number of descendants. A *corpse* is a body. A *corps* of the army is a body of men. A *corp*ulent person is fat, literally having a large body (suffix, **-lentus**, *full of*). To in*corpor*ate a business is to form it into a legal body. A *corpor*ation is a group of persons made legally into one body. When ideas are in*corpor*ated into a new constitution, they are embodied there. A corselet is a bodice.

3. *Omnibus* is the dative plural of **omnis**, *all*, and meant originally "for all." Compare the English word "carryall." We have shortened it to *bus*, which is simply the original case ending **-bus**. Accordingly, when you ride on a bus, you are riding on the dative plural ending of the third declension.

4. Why is *corporal* spelled with *or* and *vulnerable* with *er*?

5. Watch in your English reading for nouns ending in *-tor*. A familiar word in *-tor* will frequently furnish a clue to the meaning of the Latin verb from which it is derived. What do you think are the meanings of the verbs from which are derived *victor* and *orator*?

Drill and Review

508. If a noun ends in **-um**, what are its possible cases in the three declensions you have met? If it ends in **-a**? If in **-ī**? Distinguish carefully between the sounds of the ending **-is** in **mīlitis** and **castrīs**. What is the case of each noun?

509. Decline **rēx bonus, īdem mīles Rōmānus, māter nostra.**

510. Complete the unfinished words, first by attaching the proper endings of the singular, and then of the plural:

1. In viā agricol— et vir— et mīlit— videō.
2. Fīliī duc— et mātrōn— et lēgāt— adsunt.
3. Hodiē cum cōnsul— et poēt— et amīc— ambulābam.
4. Rēg— et fēmin— et puer— victōria legiōnum grāta erat.

511. Express in Latin the italicized words:

1. He is praised *by the king*. 2. *Their wounds* are many. 3. I saw the *consul himself*. 4. *I myself* saw *the legions*. 5. Food was given *to the soldiers*. 6. The commands *of the leader* were new. 7. The legati were leaders *of the legions*. 8. They had many wounds *on their bodies*.

512. Proceed as in previous exercises:

1. Prīmō rēgēs in Italiā erant, sed tandem rēgēs *Rōmānīs* grātī nōn erant. 2. Post rēgēs Rōmānī *cōnsulēs* creābant. 3. Duo cōnsulēs *ā Rōmānīs* creābantur. 4. *Cōnsulēs* erant ducēs mīlitum Rōmānōrum. 5. Prīmī cōnsulēs erant Brūtus et Collātīnus; mox Collātīnus *populō Rōmānō* grātus nōn erat et ex oppidō cum familiā migrāvit. 6. Officium *ducis* in bellō erat imperia dare; officium *mīlitis* erat fortiter pugnāre. 7. Propter nātūram locī *in suīs castrīs* nōn diū mānsērunt. 8. Vulnera *eiusdem mīlitis* vīdī.

ITALIA
0 20 40 60 80 100
Scale of Miles
Longitude East from Greenwich
Helvetii
RAETIA
NORICUM
PANNONIA
ILLYRICUM
Alpes Lepontiae
Alpes Raeticae
Alpes Tridentinae
Alpes Carnicae
Alpes
Mediolanum
Verona
Cremona
Mantua
Patavium
Aquileia
Tergeste
Placentia
Parma
Mutina
Bononia
Ravenna
Genua
Apenninus Mons
Sinus Ligusticus
Pisae
Florentia
Ariminum
Ancona
Cortona
Saena
Trasumenus
Perusia
Laterii
Sabini
ROMA
Tusculum
Ostia
Aricia
Forum Appii
Tarracina
Arpinum
Formiae
Capua
Nola
Sinuessa
Cumae
Misenum
Vesuvius M.
Pompeii
Paestum
Frentani
Capusium
Barium
Venusia
Brundisium
Tarentum
Heraclea
Sinus Tarentinus
Thurii
Croton
Lacinium Pr.
Caulonia
Rhegium
Tauromenium
Messana
Panormus
Eryx
Segesta
Aegates Iae
Lilybaeum
Selinus
Aetna M.
Henna
Catana
Syracusae
Agrigentum
Pr. Merouril
Utica
Carthago
Zama
Hadrumetum
Pachynum Pr.
Palinuri Pr.
Liparaeae Iae
MARE ADRIATICUM s. SUPERUM
MARE TUSCUM s. TYRRHENUM s. INFERUM
MARE SICULUM et IONIUM
MARE AFRICUM
AFRICA
SICILIA
SARDINIA
CORSICA
LIGURIA
CISALPINA
VENETIA
HISTRIA
UMBRIA
PICENUM
ETRURIA
LATIUM
SAMNIUM
APULIA
CALABRIA
LUCANIA
BRUTTII

LESSON 50

THE INTEGRITY OF FABRICIUS

After defeating the Romans in southern Italy Pyrrhus marched north to the vicinity of Rome, and tried to make peace with the Romans. Failing in this, he returned to Tarentum, where he was later visited by Fabricius, whom the Romans sent to him concerning an exchange of prisoners. Fabricius was famous among the people of his time for his simple manner of living and his upright character. Pyrrhus attempted both to bribe him and to frighten him, but failed.*

Give all possible forms of **bellī, rēgī, eī, herī, mīlitī, habērī, Rōmānī; vītam, medicum, factum, rēgum, rēgem, mīlitum.**

513. Magnum apud Rōmānōs erat nōmen Gāī Fabricī. Bonus homō erat atque in bellō ēgregius. Sed semper erat pauper [1]; nihil ab eius vītā magis aliēnum erat quam [2] voluptās et lūxus.[3] Tōta eius supellex argentea erat salīnum ūnum et patella.[4] Rādicēs et herbās cēnābat.

Unus ex lēgātīs quōs [5] Rōmānī ad Pyrrhum dē captīvīs mīsērunt (*sent*) fuit Fabricius. Eī Pyrrhus obtulit (*offered*) mūnera et aurum; sed ea Fabricius statim repudiāvit.

Paulō post rēx eum terrēre [6] temptāvit.[7] Imperiō rēgis elephantus prope Fabricium post aulaeum cēlātus erat. Signum datum est et aulaeum subitō remōtum est. Elephantus strīdōrem horribilem ēmīsit [8] et proboscidem [9] super caput Fabricī mōnstrāvit. Sed ille rīsit: "Neque

* The story of Fabricius is told in the following books:
GUERBER. The Story of the Romans, pp. 119–121.
HARDING. The City of the Seven Hills, pp. 121–122.

herī," inquit, "mē aurum tuum temptāvit neque hodiē terret elephantus tuus."

Posteā Fabricius cōnsul creātus est et Rōmānōs contrā rēgem dūcēbat. Forte nōn procul ā castrīs cōnsulis erant castra rēgis. Nocte [10] medicus Pyrrhī in castra ad Fabri-

"YOUR ELEPHANT DOES NOT FRIGHTEN ME!"

cium vēnit (*came*) et eum ita temptāvit: "Sī mihi praemium dederis, ego rēgem necābō." Is autem respondit, "Nōs Rōmānī nōn dolō sed proeliō nostrōs hostēs superāmus." Deinde medicum in vinculīs ad dominum redūcī [11] jussit. Propter hoc factum Pyrrhus exclāmāvit: "Ecce Fabricius! Difficilius est [12] eum ab honestāte movēre quam sōlem ā cursū (*from its course*)."

514. Notes

1. **Pauper**, *poor*; an adjective of the third declension.

2. **Quam** in comparisons means *than*.

3. **Voluptās et lūxus**, *pleasure and luxury*.

4. Translate, *All his silverware consisted of one saltcellar and a plate*. The saltcellar was an indispensable and conspicuous article on the dining-table of the early Romans.

5. **Quōs**, *whom*; the relative pronoun, not the interrogative. With what word is the main clause resumed?

6. What is the form of **terrēre**? It is used to *complete* the meaning of **temptāvit** and is called a *complementary* infinitive.

7. **Temptō** means both *tempt* and *attempt* in this exercise.

8. **Strīdōrem . . . ēmīsit**, *let out a horrible noise*.

9. **Proboscidem**, *trunk*. *Probos'cis* is used in English.

10. **Nocte**, *during the night*. What does *nocturnal* mean?

11. **Redūcī**, *to be led back*. What must be the form of **redūcī**? What is the reason for the case of **medicum**?

12. **Difficilius est**, *it is more difficult*. Note the ending of the comparative, **-ius**.

515. Vocabulary

New Word	Related Word	Meaning
nōmen, nōminis, *n.*	nominate	*name*
homō, hominis, *m.*	homicide	*man*
nihil, *n., indeclinable*	nil	*nothing*
rādīx, rādīcis, *f.*		*root*
herba, -ae, *f.*	herb	(Meaning?)
mūnus, mūneris, *n.*		*task, gift*
aulaeum, -ī, *n.*		*curtain, hanging*
removeō, -ēre, remōvī, remōtus	remove, *moveō*	(Meaning?)
caput, capitis, *n.*	capital	*head*
medicus, -ī, *m.*	medical	(Meaning?)

New Word	Related Word	Meaning
praemium, praemī, *n.*	premium	*reward*
honestās, honestātis, *f.*	honesty	(Meaning?)
dolus, -ī, *m.*		*trick*
sōl, sōlis, *m.*	solar	(Meaning?)

516. Application of Latin to English

1. Explain the meaning of the italicized words:

a. Instead of being *promoted* he was *demoted.*
b. The explosion almost *annihilated* the regiment.
c. He holds extremely *radical* views.
d. The work was interesting but not very *remunerative.*

2. *Radish* is from **rādīx,** *root,* and is merely a particular kind of root. Give the Anglo-Saxon equivalent of *eradicate.*

3. **Caput,** *head,* has given many words to English. A *capit*al letter is used at the head or beginning of sentences or in headings. A *capit*al offense is one involving the loss of the head, the death penalty. The *capit*al of a state is the head city. The *chief* of a tribe is its head, and *chief*tain is another form of the word. A *chef* (through French) is the head cook. A *capt*ain of a ship is its head. A *chapt*er was originally a heading, then the text which follows it. To de*capit*ate is to behead. To re*capitu*late a discussion is to sum it up under its main headings. To a*chiev*e a result is to bring it to a head. A *cab*bage is a little head. We speak in English of a "head of cabbage."

THE ORIGINAL IDEA IN *ERADICATE*

4. Why is a*nnih*ilate spelled with two *n's* and an *h*?

5. *Salary* is derived from **sāl,** *salt.* The **salārium** of the ancient soldier was originally his regular allowance of salt,

and then the money given him instead of the actual salt itself. Then it was applied to any regular payment. Compare our expressions "to earn his salt" and "not worth his salt."

Drill and Review

517. Give the principal parts and stems of **removeō**, and make a synopsis in the third person plural.

518. Distinguish carefully between the words in the following groups:

post	mūrus	nihil
postquam	mūnus	nōn
posteā		nūllus

519. Complete the following:

1. Hic homō (*a famous name*) habet. 2. Nōmen (*of this man*) memoriā teneō. 3. Populus Rōmānus (*this man*) cōnsulem creāvit. 4. Multa mūnera (*to this same man*) ā populō Rōmānō data sunt.

520. Express in Latin the italicized words:

1. The elephant has a *large head and body*. 2. *The legions* were removed from the fields *by the consul*. 3. *To this man* a reward will be given. 4. I see *nothing new*. 5. Do you see *the sun* in the sky? 6. The Roman soldier had a helmet *on his head*. 7. His shield furnished protection *to his body*, his helmet *to his head*.

521. Proceed as in previous exercises:

1. Rōmulus *prīmus rēx* Rōmānōrum erat. 2. Rōmulus, prīmus rēx, agrōs lātōs nōn habuit. 3. Nostrī mīlitēs *in multīs terrīs* pugnāverint. 4. Scūta et pīla et gladiī erant arma hōrum mīlitum. 5. Equus Galbae agricolae caput album habet. 6. Dux mīlitēs suōs *in oppidō* nōn diū retinēbit. 7. Somnus dēfessīs mīlitibus grātus erit.

LESSON 51

REGULUS, A MAN OF HONOR

Eventually the Romans came into contact with the powerful people of Carthage. The so-called Punic Wars followed. In the first of these wars, about 260 B.C., the Romans sent Regulus with a large fleet and army to attempt the capture of Carthage. At first Regulus had some successes; but he was finally defeated and captured. When the Carthaginians decided to try to exchange prisoners with the Romans, Regulus was sent to Rome with the embassy to ask for this exchange on the understanding that he would return to Carthage and captivity if the embassy was unsuccessful. When he arrived at Rome, he at first refused to enter the city on the ground that he was a disgraced man.*

Give all the possible forms of **haec, quae, dūrae; tacēs, ducēs; Rēgule, tē, valē, pāce; homō, dubiō, dubitō.**

522. PERSŌNAE

RĒGULUS
MAMILIUS, amīcus Rēgulī et senātor
CĪVIS PRĪMUS, CĪVIS SECUNDUS, CĪVIS TERTIUS
LĒGĀTĪ ET CĪVĒS

SCAENA: Congregantur extrā moenia[1] Rōmae cīvēs et amīcī Rēgulī. Rēgulus et lēgātī adsunt.

CĪVIS PRĪMUS. Aequās condiciōnēs pācis hī lēgātī tulērunt (*have offered*).

CĪVIS SECUNDUS. Nōn dūrae mihi videntur (*seem*) condiciōnēs.

* The story of Regulus is told in the following books:
HAAREN and POLAND. Famous Men of Rome, pp. 114–121.
GUERBER. The Story of the Romans, pp. 124–126.
TAPPAN. The Story of the Roman People, pp. 77–78.
HARDING. The City of the Seven Hills, pp. 131–133.

CĪVIS TERTIUS. Mihi et cīvibus grātum erit permūtāre [2] (*to exchange*) captīvōs.

CĪVIS PRĪMUS. Sed quae est sententia Rēgulī?

CĪVIS SECUNDUS. Cūr sententiam eius nōn rogāmus? Multōs annōs [3] captīvus in Āfricā retentus est. Certē is dē Poenīs [4] nōn ignōrat.[5]

CĪVIS TERTIUS. Rēgule, quae est tua sententia?

RĒGULUS. Nōn recūsābō eam dīcere. Condiciōnēs hostium [6] nōn aequae sunt. Nōlīte [7] captīvōs permūtāre.

CĪVIS SECUNDUS. Cūr condiciōnēs nōn aequae sunt?

RĒGULUS. Quod, ut ego exīstimō, captīvī Poenī adulēscentēs et bonī ducēs sunt; ego autem senex sum. Praetereā illī multī sunt, sed nōs paucī sumus. Iterum dīcō (*I say*): nōlīte permūtāre captīvōs. Nōlīte pācem cum illīs Poenīs cōnfirmāre. Illī enim jam dē fortūnīs suīs dēspērant et mox ā Rōmānīs superābuntur.

MAMILIUS. Sed tū — nōnne tū nōbīscum manēbis? Quīnque annōs [8] tē dēsīderāvimus.

RĒGULUS. Hīc nōn manēbō. In urbem nōn intrābō. In potestāte Poenōrum sum.

LĒGĀTĪ CARTHĀGINIĒNSĒS. Nōn manēbit; nam in potestāte nostrā est. Inter captīvōs jūrejūrandō suō retinēbitur.

MAMILIUS. Propinquī tuī, Rēgule, et amīcī tē vocant.

Marīta *Rēgulī intrat*

Ecce, marīta tua tē vocat. Nōnne cum eā manēbis?

RĒGULUS. Nōn manēbō. Neque marītam meam neque līberōs vīsitābō. Verba vestra et meōrum [9] mē numquam movēbunt. Nōn jam cīvis Rōmānus sum. Quod cap-

REGULUS REFUSING TO ENTER ROME

tīvus in potestāte Poenōrum sum, dignitātem cīvis Rōmānī nōn jam habeō. Libenter cum lēgātīs in Āfricam revertar.[10] Ibi, quod captīvī nōn permūtātī sunt, sine dubiō poenās dabō; tamen revertar; nam jūrejūrandō obstringor.[11] Supplicium nōn timeō.

Ā cīvibus et amīcīs sē removet

523. **Notes**

1. **Moenia**, *walls*; the usual word for the walls of a city. **Mūrus** is the wall of a house; **vāllum**, from which our word *wall* comes, is the rampart of a fortified camp.

2. What is the form of **permūtāre**? What does **permūtāre** tell in this sentence? Why is **grātum** neuter?

3. What does **multōs annōs** tell in the sentence? By what case is the idea expressed? Why is it not direct object?

4. **Poenīs**: both **Poenī** (from which is derived *Punic*) and **Carthāginiēnsēs** are names for the Carthaginians. What does the expression "Punic faith" mean, and what light does it throw on the character which the Romans attributed to the Carthaginians?

5. **Nōn ignōrat**, *knows well* (lit. *is not ignorant*).

6. **Hostium**: the genitive plural of certain nouns of the third declension, called **i**-stem nouns, ends in **-ium** instead of **-um**: as, **cīvium, hostium, urbium.** The genitive plural of important nouns of this type is given in the vocabulary.

7. Remember that **nōlī** or **nōlīte** with an infinitive expresses a *negative* command (lit. *be unwilling to*).

8. What other expression used in this story expresses the same idea as **quīnque annōs**?

9. **Meōrum** is used substantively (§ 165): *your words and those of my relatives*, more literally *your and my relatives' words*.

10. **Revertar**, *I shall return*; the future tense of a verb of the third conjugation. What derivative shows the meaning?

11. **Obstringor = teneor.** What is a *stringent* regulation?

524. Time How Long in English and Latin *

In the sentence "He stayed many years," *many years* tells *how long* he stayed, and we may therefore call the idea *time how long* or *extent of time*. It is in the objective case, and is sometimes called an adverbial objective to distinguish it from the direct object, with which you must be careful not to confuse it. It may be expressed in English either with or without a preposition: as, "He stayed many years" or "He stayed for many years." When an idea may be expressed in English either with or without a preposition, it is usually

* To the Teacher. It is suggested that this section be used for review after a classroom development of the ideas involved.

expressed *without* one in Latin. Thus in the reading lesson (note 3) **multōs annōs** expresses time how long and is in the accusative case without a preposition.

Learn the following statement:

***Time how long*, or *extent of time*, is expressed by the accusative case without a preposition.**

525. Vocabulary

New Word	Related Word	Meaning
senātor, senātōris, *m.*	senator	(Meaning?)
cīvis, cīvis (-ium), *m.*	civic	*citizen*
scaena, -ae, *f.*	scene	(Meaning?)
moenia, -ium, *n. plur.*		*walls*
pāx, pācis, *f.*	pacifist	(Meaning?)
condiciō, condiciōnis, *f.*	condition	*terms*
recūsō, -āre, -āvī, -ātus		*refuse*
hostis, hostis (-ium), *m.*	hostile	*enemy*
adulēscēns, -centis (-centium), *m.*	adolescent	*young man*
senex, senis, *m.*	senior	*old man*
cōnfirmō, -āre, -āvī, -ātus	confirm	*make firm, arrange*
urbs, urbis (-ium), *f.*	urban	*city*
potestās, potestātis, *f.*		*power*
jūsjūrandum, jūrisjūrandī, *n.*		*oath, word of honor*
dignitās, dignitātis, *f.*	dignity	(Meaning?)
supplicium, suppli'cī, *n.*		*punishment*

526. The Suffix *-tās*

The suffix **-tās** has the same force as **-ia** and **-tia**. It forms abstract nouns of quality: as, **dignitās** (from **dignus**, *worthy*), *worthiness, worth, position*. This suffix usually appears in English as *-ty*: as, **dignitās**, *dignity*.

The following nouns in **-tās** have occurred in the reading or are related to words which have occurred. Give the meaning of each and the English derivative in *-ty*, if one exists.

adversitās	cāritās	facultās	lībertās	propinquitās
aequitās	celeritās	fēlīcitās	necessitās	sānitās
aestās	clāritās	gravitās	novitās	sevēritās
antīquitās	difficultās	honestās	paucitās	

527. Application of Latin to English

1. Explain the meaning of the italicized words:

a. He spent his wealth with *munificent* generosity.
b. Balboa gave the name *Pacific* to the ocean which he discovered.
c. His manner was extremely courteous and *urbane*.
d. The *strident* voice of the speaker was audible above the roar.

2. Fill the blank spaces with derivatives of **nōmen**, *name*.

A "name-word" in grammar is called a ——; a word standing for a "name-word" is called a ——. The convention —— Rogers for governor. Mr. Hedges is the —— of the other party. A cent is a coin of small ——. The various —— of the church are distinguished by their names. The subject of a verb is in the —— case. That part of a fraction which names the unit of which a certain number is to be taken is the ——. Mr. Howard is the —— head of the company, but the real control is in other hands. To win a great name is to win ——. To lose one's good name is to incur ——.

3. What do the following French words probably mean?

mur, fille, livre, roi, sept, clair, ami, si, et

4. *Host* illustrates a curious development in meaning. It is derived from **hostis**, *enemy*. Since the chief element to be feared in an enemy was superior numbers, this idea came to be associated with it. Finally the idea of *enemy* dropped out entirely, and thus we can now speak of "a host of friends."

5. Why is *scene* spelled with *sc*?

Drill and Review

528. Decline **pāx longa, id supplicium dūrum, īdem senātor.**

529. Give the genitive plural of **senātor, cīvis, rēx, hostis, urbs,** and **condiciō**; the accusative plural of **supplicium, caput, moenia, urbs, corpus, hostis, nōmen**; the ablative plural of **rēx, hostis, scūtum, cīvis, corpus, servus, caput.**

530. Give the present and perfect stems of **cōnfirmō**, and make a synopsis in the first person plural, active voice.

531. Answer in Latin:

1. Unde vēnērunt (*came*) lēgātī ad Rōmānōs?
2. Quis cum illīs lēgātīs erat?
3. Quot annōs Rēgulus ā Poenīs retentus erat?
4. Cūr condiciōnēs nōn aequae erant?

532. Write in Latin:

1. Citizens, hurry to the walls of our city. 2. Today both old men and young men ought to fight in defense of this city. 3. It is your duty to fight against the enemy. 4. The enemy are many, and great has been their power. 5. We shall never make peace with them; nor shall we offer them fair conditions of peace. 6. If you fight bravely, victory will be your reward. 7. Do not despair!

533. Proceed as in previous exercises:

1. Officium hominis est cīvem bonum esse. 2. Pāx vōbīscum! 3. Athēnae et Sparta et Corinthus urbēs Graeciae fuērunt; ōlim magna erat potestās illārum urbium. 4. Nostrī lēgātī pācem *cum hostibus* cōnfirmāvērunt. 5. Quod captīvus Poenōrum erat Rēgulus, dignitātem cīvis Rōmānī nōn habēbat. 6. Reliquī captīvī *supplicium* timuērunt. 7. *Novae legiōnēs* imperia ducis exspectābunt. 8. Cōnsilium senis saepe est bonum. 9. Caput *adulēscentis* vulnerātum erat. 10. Sōlem clārum *in caelō* hominēs vīdērunt.

LESSON 52

APPIUS CLAUDIUS, THE BLIND CENSOR

The Romans always related with pride certain incidents of the war with Pyrrhus which displayed the Roman character at its best. Cineas, as envoy of Pyrrhus, went to Rome at the time when Pyrrhus was trying to make peace with the Romans. The constancy of the Romans under the vigorous leadership of Appius Claudius was more than a match for the smooth-tongued Greek, who returned to his master with the impression that the Roman senate was an assembly of kings.*

Give all the possible forms of **potestās, aequās, clāmās; contrā, aedificia, ēloquentiā; animum, prīncipum, multum, hostium; rēgum, rēgem.**

534. Pyrrhus contrā Rōmānōs quīnque annōs pugnāvit. Prīmō annō[1] bellī Rōmānōs superāvit. In illō proeliō mīlitēs Rōmānī, ut nārrāvimus, sub potestāte Valerī cōnsulis erant. Propter hanc victōriam Pyrrhus proximō annō[2] in animō habuit pācem et amīcitiam cum Rōmānīs cōnfirmāre.

Itaque lēgātum, nōmine Cīneam, dē pāce Rōmam mīsit.[3] Cīneās, homō callidus, erat familiāris rēgis et multum apud eum valēbat.[4] Dīcere solēbat[5] Pyrrhus, "Plūrēs[6] urbēs ēloquentiā Cīneae quam proeliō armīsque occupāvī."

Prīmō Cīneās domicilia prīncipum cum dōnīs pretiōsīs vīsitāvit. Nusquam autem grāta erant eius dōna; nōn sōlum ā virīs sed etiam ā mātrōnīs sprēta sunt[7] eius mūnera.

* The story of Appius Claudius and Cineas is told in Harding's "The City of the Seven Hills," pp. 119–121.

Deinde in cūriā [8] virtūtem rēgis et bonum in Rōmānōs animum et aequās condiciōnēs laudāvit. Verbīs eius senātōrēs prīmo mōtī sunt. Sed Appius Claudius,[9] quī propter senectūtem et caecitātem ā cūriā abstinēre solēbat,

APPIUS CLAUDIUS OPPOSES THE TERMS OF PYRRHUS

lectīcā in cūriam portātus est. Ibi senex ōrātiōnem contrā condiciōnēs habuit [10] et pācem dissuāsit.[11] Senātōrēs tum lēgātō respondērunt, "Dōnec rēx ex Italiā properāverit,[12] cum illō nūllam pācem habēbimus."

Cum hōc respōnsō Cīneās ad rēgem revertit.[13] "Quālis [14] urbs est Rōma?" rogāvit Pyrrhus. "Rōma est templum," respondit lēgātus, "et senātōrēs sunt rēgēs."

535. Notes

1. **Prīmō annō**, *in* or *during the first year.*

2. **Proximō annō** is in the ablative case. What does the phrase tell? What name can you suggest for this idea?

3. **Rōmam mīsit**, *sent to Rome.* Note the omission of the preposition when the place to which is the name of a city.

4. **Multum valēbat**, *had much influence.*

5. **Dīcere solēbat**, *was accustomed to say.*

6. **Plūrēs**, *more.* Why is the *plural* number so called?

7. **Sprēta sunt**, *were spurned.*

8. **Cūriā**, *the senate house.* The regular place of meeting was the Curia Hostilia. Sometimes the senate met in temples.

9. Appius Claudius the Blind was an able soldier and statesman. He began the construction of the Appian Way.

10. **Habuit**, *delivered.*

11. **Dissuāsit**, *advised against.* What does *dissuade* mean?

12. What is the tense sign in **properāverit**?

13. **Revertit**, *returned.* Give a derivative.

14. **Quālis**, *what sort of?* What does *quality* mean?

536. Time When in English and Latin

In the sentence "I shall go next year," *next year* tells *when* I shall go. We may, therefore, call the idea *time when.* It is in the objective case, and is sometimes called an adverbial objective. It tells something quite different from *many years,* and the two ideas are expressed differently in Latin. The idea may be expressed in English either with or without a preposition: as, "I saw him the first day," or "I saw him on the first day." In Latin it is always expressed *without* a preposition. Thus in the story (note 2) **proximō annō** expresses time when and is in the ablative case without a preposition.

Learn the following statement:

Time when is expressed by the ablative case without a preposition.

537. Vocabulary

New Word	Related Word	Meaning
sub, *prep. with abl.*	*sub*way	*under*
amīcitia, -ae, *f.*	*amīcus*	*friendship*
familiāris, familiāris, *m.*	familiar, *familia*	*intimate friend*
ēloquentia, -ae, *f.*	eloquence	(Meaning?)
domicilium, domici'lī, *n.*	domicile	(Meaning?)
prīnceps, prīncipis, *m.*	principal	*leader, head*
nusquam, *adv.*		*nowhere*
virtūs, virtūtis, *f.*	*vir*	*courage, manliness*
senectūs, senectūtis, *f.*	*senex*	*old age*
caecitās, caecitātis, *f.*		*blindness*
abstineō, -ēre, -uī, -tentus	*abs* + *teneō*	*stay away from*
ōrātiō, ōrātiōnis, *f.*	oration, *ōrō*	(Meaning?)
respōnsum, -ī, *n.*	response, *respondeō*	(Meaning?)

538. Simple and Compound Verbs

The following group of words consists of the simple verb **teneō** and compound verbs formed by adding prefixes. Study them as a group.

teneō	tenēre	tenuī	-tentus	*hold*
obtineō	obtinēre	obtinuī	obtentus	*hold fast, obtain*
retineō	retinēre	retinuī	retentus	*hold back, keep*
abstineō	abstinēre	abstinuī	abstentus	*hold from, stay away from*
contineō	continēre	continuī	contentus	*hold together, contain*
pertineō	pertinēre	pertinuī	pertentus	*extend to, pertain*
sustineō	sustinēre	sustinuī	sustentus	*endure, withstand*

Observe that the short **e** of **teneō** changes to **i** in the first three principal parts of the compound verbs.

539. The Stems of Nouns of the Third Declension in English. The nominative case of a Latin noun of the third declension frequently does not show the spelling of the stem that is

found in the genitive and other cases. With each of the following nouns learn the English derivative which preserves the stem, and give the genitive singular of the noun.

Latin Noun	Derivative	Genitive Singular
nōmen	nomin-ate	*nōmin*is
caput	capit-al	*capit*is
pāx	pac-ify	*pāc*is
rēx	reg-al	*rēg*is
dux	duc-al	*duc*is
prīnceps	princip-al	*prīncip*is
ōrātiō	oration	*ōrātiōn*is
legiō	legion	*legiōn*is
rādix	radic-al	*rādīc*is

540. Application of Latin to English

1. Explain the meaning of the italicized words:

a. The man was very calm and *unemotional.*
b. A new *interurban* league has been organized.
c. He was greeted with the utmost *civility.*
d. The spirit of the organization was highly *militant.*
e. He urged complete *abstention* from certain foods.

2. **Stringere**, *to draw tight, to bind*, has several derivatives based upon two forms of the root, **string-** and **strict-**. A *string*ent regulation is binding, and, hence, rigid. Re*strict*ive measures draw tight, and, hence, limit one's actions. When a dog *strains* (from French) at his leash, he draws it tight. An *astring*ent lotion draws the skin tight. *Strict* enforcement of the law draws tight, as opposed to a *lax* enforcement (from **laxus**, *loose*). Explain con*strict*ion and *strait.*

3. *Insolent* is derived from **in-**, *not*, and **solēre**, *to be accustomed.* Thus *insolent* meant originally "not in accordance with custom," "unusual"; and "to act insolently" meant to behave in a manner contrary to established custom. Hence *insolent* came to mean disrespectful, rude, insulting.

Drill and Review

541. Decline **hic prīnceps clārus, virtūs eius, ōrātiō prīma.**

542. Explain the method of expressing time in each of the following sentences; then translate:

1. Cotīdiē puer Rōmānus ad lūdum properābat. 2. Per viās cum paedagōgō prīmā hōrā ambulābat. 3. In lūdō multās hōrās manēbat. 4. Secundā hōrā magister eī fābulam nārrābat. 5. Tertiā hōrā in tabellīs stilō scrībēbat (*he used to write*).

543. Write in Latin the italicized words:

1. Troy was besieged *ten years*. 2. *In the tenth year* the city was captured. 3. *In which year* did the Greeks return to Greece? 4. *How many years* were the Greeks in Asia? 5. *In the last* (**proximus**) *year* the Trojan Horse was built. 6. *That year* many men were killed.

544. Answer in Latin:

1. Quot annōs Pyrrhus contrā Rōmānōs pugnāvit?
2. Quō annō Rōmānōs ille superāvit?
3. Quem Pyrrhus ad urbem mīsit?
4. Quō modō dōna Cīneae ā Rōmānīs recepta sunt (*received*)?
5. Quis ōrātiōnem contrā condiciōnēs Pyrrhī habuit?

545. Proceed as in previous exercises:

1. Virtūs *adulēscentium* hanc urbem servāvit. 2. Cicerō in forō Rōmānō multās ōrātiōnēs habuit; hīs ōrātiōnibus operam in lūdīs nostrīs hodiē damus. 3. Ēloquentia *eius* nōta est. 4. Poenī cōpiās suās ex Italiā tertiō annō bellī revocāvērunt; ita Rōmānī perīculō līberātī sunt. 5. Cīneās mūnera *Rōmānīs* dare nōn dubitāvit. 6. Virtūtem *suōrum mīlitum* saepe laudāvit. 7. Amīcitia multōrum summum bonum est. 8. Nōn gladiīs, sed audāciā animī servātī estis. 9. *Trēs hōrās* in triclīniō erimus.

546. Review Word List 9, in the Appendix, page 7.

LESSON 53

THE GAULS IN ROME

In 390 B.C. the Romans were overwhelmingly defeated by the Gauls of northern Italy. The battle took place about eleven miles from Rome. Rome was panic-stricken. Some people left the city. The Vestal Virgins carried the sacred fire to a neighboring place. But the patricians, too proud to run away, gathered in the Capitol to await the arrival of the Gauls; and the senators put on their robes of office and took seats in or near the Forum, ready to receive the enemy with Roman dignity.*

Give all possible forms of **eō, bellō, homō, illō, prīmō, hōc; agrōs, vōs; sē, tempore, forte; Gallī, illī, ibi, capitī.**

547. Nōn semper bona in bellō erat fortūna cīvitātis Rōmānae; interdum adversa erat.

Ōlim Gallī, gēns barbara et valida, agrōs Etrūscōrum occupāverant. Eōdem tempore agrōs Rōmānōrum occupāre parābant. Mōs Rōmānōrum fuerat magnō in perīculō dictātōrem [1] creāre. Illō autem tempore dictātor nōn creātus est, quod cīvēs perīculum nōn timēbant. Mīlitēs igitur sine ōrdine atque cōnsiliō pugnāvērunt et ad Alliam flūmen ā barbarīs superātī sunt. Magna pars cōpiārum aut necāta est aut fugāta est. Reliqua pars in urbem Rōmam properāvit.

Postquam adversum proelium nūntiātum est, populus

* The story of the Gauls in Rome is told in the following books:
HAAREN and POLAND. Famous Men of Rome, pp. 87–95.
GUERBER. The Story of the Romans, pp. 104–106.
TAPPAN. The Story of the Roman People, pp. 52–54.
HARDING. The City of the Seven Hills, pp. 91–97.

THE GAULS APPROACH THE AGED SENATORS

Note the horns of animals with which the Gauls decorated their helmets to increase the terror inspired by their wild appearance

Rōmānus magnō timōre commōtus est. Multī cum bonīs [2] ex urbe in oppida vīcīna fūgērunt (*fled*). Sed patrēs in arcem et Capitōlium [3] sē congregāvērunt, ubi sē dēfendere [4] parāvērunt. Senēs in arcem intrāre vel in fugam sē dare recūsāvērunt. In animō habēbant in vestibulīs suārum aedium manēre et ibi hostēs et mortem exspectāre.

Posterō diē [5] Gallī in urbem intrāvērunt. Quid vīdērunt? Senātōrēs honōrum īnsignibus ōrnātī [6] sedēbant. Eōs velut simulācra deōrum Gallī spectābant. Forte ūnus ex Gallīs barbam senis Papīrī permulsit (*stroked*). Statim ille īrātus caput Gallī scīpiōne [7] incussit (*struck*). Gallus Papīrium

necāvit. Hoc erat initium caedis, et reliquī senēs in sellīs suīs necātī sunt. Urbs ignī [8] vāstāta est.

548. Notes

1. The consuls, who held office for one year, exercised their authority month by month in turn. In time of war one consul was usually with the army, and the other ruled in the city. This arrangement was found awkward when the state was beset by a great danger. Then the senate directed one of the consuls to name a dictator, who should have sole power in the state.

2. **Cum bonīs**, *with their property*. How is **bonīs** used?

3. It was while the Romans were on the Capitoline Hill on this occasion that they were saved by the cackling of the sacred geese in the temple of Juno (§ 782).

4. **Dēfendere**: what part of a verb is this form?

5. **Posterō diē**, *the next day*; ablative case.

6. **Ōrnātī**, *adorned*; a perfect passive participle, in the nominative case modifying the subject **senātōrēs**, and in turn modified by an ablative of means. The senators put on their togas and took seats near the Forum.

7. **Scīpiōne**, *scepter*. The senator had an ivory-headed staff.

8. **Ignis** is an i-stem noun of the third declension, like **hostis**. The ablative singular ends in **-ī** instead of **-e**; the genitive plural has **-ium** instead of **-um**.

549. Vocabulary

New Word	Related Word	Meaning
cīvitās, cīvitātis, *f.*	*cīvis*	*state*
gēns, gentis (-ium), *f.*		*tribe, nation, clan*
tempus, temporis, *n.*	temporary	*time*
mōs, mōris, *m.*		*custom*
dictātor, dictātōris, *m.*	dictator	(Meaning?)

New Word	Related Word	Meaning
ōrdō, ōrdinis, *m.*	order	*rank, order*
flūmen, flūminis, *n.*		*river*
pars, partis (-ium), *f.*	part	(Meaning?)
fugō, -āre, -āvī, -ātus	*fuga*	*put to flight*
timor, timōris, *m.*	*timeō*	(Meaning?)
commoveō, -ēre, -mōvī, -mōtus	commotion, *con* + *moveō*	*disturb*
vīcīnus, -a, -um	vicinity, *vīcīnus*	*neighboring*
arx, arcis (-ium), *f.*		*citadel*
aedēs, -ium, *f. plur.*	edifice, *aedificō*	*house, building*
mors, mortis (-ium), *f.*	immortal	(Meaning?)
honor, honōris, *m.*	honor	(Meaning?)
īnsigne, īnsignis (-ium), *n.*	insignia	*decoration, badge*
barba, -ae, *f.*	barber	*beard*
caedēs, caedis (-ium), *f.*	homi*cide*	*slaughter*
ignis, ignis (-ium), *m.*	ignite	(Meaning?)

550. The Suffix *-tiō* (*-siō*)

The suffix **-tiō** makes a noun from a verb, and means the *act* or the *result* of the act expressed by the verb. Thus **appellātiō** (from **appellāre**) may mean the act of naming or the result of naming, that is, the name itself. The corresponding English (Anglo-Saxon) suffix is *-ing*: as, **nāvigā*tiō***, *a sailing*. The suffix **-tiō** appears in English as *-tion*: as, *appellation, exclamation*. Words in **-tor** and **-tiō** from the same verb are common: as, **nārrātor, nārrātiō.**

Give the meaning of the following words:

auctiō	exspectātiō	līberātiō
cōnfirmātiō	habitātiō	mōtiō

In what letter do the English forms of these words end? Since the derivative shows the stem, you can form the nominative and genitive singular of the Latin noun from any

English word in *-tion*. Thus the word *petition* indicates a Latin noun **petītiō** (nom.), **petītiōnis** (gen.). Give these cases of the Latin nouns corresponding to the following words:

action, eruption, munition, station

The suffix **-tiō** is really **-iō**, and gets the **t** (as **-tor** also does) from the participial stem, which usually ends in **-t**: as, **vocāt-iō, nārrāt-iō.** If the participial stem ends in **-s**, as in **vīsus** (from **videō**), the suffix is **-siō**: as, **vīsiō**; in English, *vision.*

This fact will help you to remember whether the last principal part of a Latin verb ends in *-t*us or *-s*us. If the English word ends in *-tion*, the perfect passive participle ends in **-tus**; if in *-sion*, the participle ends in **-sus**. Derivatives in *-ation* (Latin, **-ātiō**) come from verbs of the first conjugation, as indicated by the presence of *a*, the stem vowel of the first conjugation. Give the last principal parts of all the simple verbs represented in the above lists.

551. Application of Latin to English

1. Explain the meaning of the italicized words:

a. It is necessary that the referee be *impartial.*
b. The army was *demoralized* by the defeat.
c. The mill was supplied with water by a *flume.*
d. The judge required a pledge of total *abstinence.*

2. *Fugacious*, from **fugere**, *to flee*, is an unusual word, which means having a tendency to flee, fleeting, transitory: as, "fugacious joys," "a fugacious possession."

3. Study the following derivatives of **ōrdō**, *order, rank.* An *ordin*al numeral is one which shows the order, or rank, as *first, second, third*, etc., in distinction from the cardinals, *one, two, three*, etc. Co*ordin*ate clauses have the same (*con-*) rank. A sub*ordin*ate clause is one which ranks under another. An *ordin*ary event is one in accordance with the usual order of

things, regular. An extra*ordin*ary victory is one beyond (*extra-*) the usual order of things. To *ord*ain is to set in order, and, hence, to issue a command. An *ordin*ance of a common council is a setting of something in order, a local regulation; for example, an ordinance prohibiting fireworks. Prim*ord*ial life is that which was first in order, the earliest.

4. From **pars**, *part*, come *particle, partial, participate, participle, partake, partisan, partition, apartment, compartment, partner, parcel.* **Pars** appears directly in English with the spelling *parse*, which means literally to give the parts of speech.

Drill and Review

552. Decline **eadem gēns barbara, id tempus, pars tertia.**

553. Review the present active indicative of the model verbs of the first and second conjugations (Appendix, page 20), and the present of **sum** (Appendix, page 25). What are the three stems of **abstineō** and of **cōnfirmō**? Where do you find them?

554. Express in Latin the italicized words:

1. *Across that river* was a town. 2. That town was *in our state.* 3. *A part of that state* had been laid waste. 4. *At that time* there was great fear *among those nations.* 5. The Romans were *in the first rank* of soldiers and did not fear *death.*

555. Answer in Latin:

1. Quōrum agrōs Gallī occupāverant?
2. Quōrum agrōs occupāre parābant?
3. Cūr Rōmānī dictātōrem tum nōn creāvērunt?
4. Quō modō Rōmānī cum Gallīs pugnāvērunt?
5. Quō Rōmānī post proelium fūgērunt?
6. Quō in locō Rōmānī ā Gallīs superātī sunt?

LESSON 54

THE FABII, OR HOW A WHOLE GENS SACRIFICED ITSELF FOR THE ROMAN STATE

Once the people of Veii were making frequent raids into the Roman lands, promptly withdrawing at the sight of the Roman legions. The Fabian gens offered to undertake the defense of the frontier and so leave the legions free for service elsewhere. They were successful; but their success made them careless, and they fell into a trap set by their enemy. They were surrounded and all were killed.*

Give all the possible forms of **mōs, annōs, vōs; gentī, ignī, eī; cīvitātis, Rōmānīs, habētis; hostium, praesidium, populum.**

556. Haec est fābula dē fortitūdine gentis [1] Fabiōrum. Vēientēs [2] hostēs cīvitātis Rōmānae sunt. Tamen neque bellum apertum gerunt [3] neque pācem cum Rōmānīs habent. In proeliō pugnāre recūsant, sed eōdem tempore agrōs Rōmānōrum saepe vāstant. Sī Rōmānī legiōnēs contrā eōs mittunt, Vēientēs in fīnibus suīs manent; sī Rōmānī legiōnēs nōn mittunt, Vēientēs in fīnēs eōrum veniunt.[4] Rōmānī fīnem hārum contumēliārum petunt.

Tum Fabius, cōnsul, in senātum [5] venit et ita dīcit: "Prō gente Fabiōrum dīcō. Vōs bellum cum Aequīs et Volscīs et Sabīnīs geritis; legiōnēs igitur Rōmānae in fīnibus illōrum hostium [6] esse dēbent. Parvum praesidium prope fīnēs Vēientium necesse est. Nostrae gentī hoc bellum quod (*which*) cum Vēientibus geritis date. In animō habēmus

* The story of the Fabian gens may be found in the following books:
HAAREN and POLAND. Famous Men of Rome, pp. 72–75.
HARDING. The City of the Seven Hills, pp. 59–64.

nostrō sūmptū[7] bellum gerere; nec mīlitēs vestrōs nec pecūniam nec subsidia petimus."

Senātōrēs ōrātiōnem eius audiunt et probant. Eī et gentī eius grātiās agunt. Posterō diē Fabiī numerō ad[8] sex et trecentōs mīlitēs sē armant et ex urbe excēdunt.

THE FABII MARCHING OUT OF ROME

Nunc Vēientēs bellum apertum cum Fabiīs gerēbant, neque ex fīnibus suīs in fīnēs Rōmānōrum veniēbant. Rōmānī magnō gaudiō dē victōriīs parvae gentis audiēbant.

Dēnique Fabiī, superbī propter crēbrās victōriās, nūllā cum cūrā procul ā castrīs per agrōs Vēientium errābant, ubi īnsidiae ab hostibus locātae erant. Subitō undique circum sē hostēs armātōs vidērunt. Quamquam fortiter pugnāvērunt, omnēs (*all*) ad ūnum[9] necātī sunt.

557. Notes

1. **Gēns** is here used in its special sense of a Roman *clan*.

2. **Vēientēs**, *the people of Veii*. See the map, page 238.

3. **Gerunt** is present indicative. Observe that it ends neither in **-ant**, like verbs of the first conjugation, nor in **-ent**, like verbs of the second conjugation. It is a verb of the third conjugation. The present active infinitive is **gerere**.

4. Observe that **veniunt** ends in **-iunt**. It is a verb of the fourth conjugation. The present active infinitive is **venīre**.

5. **Senātus** is a noun of the fourth declension. The accusative singular ends in **-um**, as in nouns of the second declension.

6. **Hostis** is an **i**-stem noun, with a genitive plural in **-ium**.

7. **Nostrō sūmptū**, *at our expense*. **Sūmptū** is a noun of the fourth declension in the ablative singular. Note the ending.

8. **Numerō ad**, *to the number of*. Our abbreviation *No.* stands for **numerō**.

9. **Ad ūnum**, *to a man* (lit. *to one*).

558. The Third and Fourth Conjugations

The present active infinitives of the four conjugations end respectively in **-āre**, **-ēre**, **-ere**, **-īre**: as, **amāre**, *to love*; **habēre**, *to have*; **dīcere**, *to say*; **venīre**, *to come*. The stem vowels by which they are distinguished are, therefore, **ā**, **ē**, **e**, **ī**, which you find by dropping **-re** from the present active infinitive. Of these four conjugations the one to which you will need to give the greatest amount of attention is the third.

The stem vowel of the third conjugation (**e**) differs only in quantity from that of the second (**ē**). We might expect to find considerable similarity between these two conjugations, but, instead, it is the third and fourth that are much alike. They are to be studied together.

Examine carefully the present tenses of **dūcō, dūcere,** *lead* (third conjugation), and **audiō, audīre,** *hear* (fourth conjugation), given below.* Note that the stem vowel **e** of the third conjugation does not appear in any form, but has been dropped in the first singular, changed to **u** in the third plural and to **i** in all other forms. Thus the inflection of **dūcō** resembles that of **audiō**, except that the **i** of **audiō** is long in certain forms and is retained in the first singular and the third plural.

PRESENT ACTIVE OF **dūcō** (THIRD CONJUGATION) AND OF **audiō** (FOURTH CONJUGATION)

Singular	*Singular*
1. **dūcō**, *I lead, am leading*	1. **audiō**, *I hear, am hearing*
2. **dūcis**, *you lead, are leading*	2. **audīs**, *you hear, are hearing*
3. **dūcit**, *he leads, is leading*	3. **audit**, *he hears, is hearing*
Plural	*Plural*
1. **dūcimus**, *we lead*, etc.	1. **audīmus**, *we hear*, etc.
2. **dūcitis**, *you lead*, etc.	2. **audītis**, *you hear*, etc.
3. **dūcunt**, *they lead*, etc.	3. **audiunt**, *they hear*, etc.

Observe that in **audiō** the long stem vowel **ī** is shortened before another vowel and before **-t**. Similar changes occur in the second conjugation. Observe also the **u** inserted after **i** in the third plural, making it still more like the corresponding form of **dūcō**. The future tense of **sum** has the same set of endings as the present tense of **dūcō**.

PAST PROGRESSIVE (IMPERFECT) OF **dūcō** AND OF **audiō**

dūcēbam, *I was leading* **audiēbam**, *I was hearing*

Give the other forms of this tense. If you have any difficulty, consult the model verbs in the Appendix, page 21.

* TO THE TEACHER. These observations may be developed as a class exercise from the study of the forms in the Appendix, page 20.

559. Vocabulary

New Word	Related Word	Meaning
fortitūdō, fortitūdinis, *f.*	fortitude	*bravery*
gerō, gerere, gessī, gestus		*carry on, wear*; with **bellum**, *wage*
dūcō, dūcere, dūxī, ductus	*dux*	*lead*
mittō, mittere, mīsī, missus	remit	*send*
fīnis, fīnis (-ium), *m.*	final, finis	*end*; plur., *territory*
veniō, venīre, vēnī, ventus	convention	*come*
contumēlia, -ae, *f.*		*insult*
petō, petere, petīvī, petītus	petition	*seek, ask*
dīcō, dīcere, dīxī, dictus	contradict	(Meaning?)
necesse, *indecl. adj.*	necessity	(Meaning?)
subsidium, subsi'dī, *n.*	subsidy	*help*
audiō, audīre, audīvī, audītus	audible	(Meaning?)
agō, agere, ēgī, āctus	action	*drive, do*; **grātiās agere**, *thank*
excēdō, excēdere, excessī, excessus		*go away, depart*
undique, *adv.*		*on all sides*
quamquam, *conj.*		*although*

560. The Suffix *-tūdō*

The suffix **-tūdō** forms abstract nouns of quality from adjectives: as, **alti*tūdō*** (from **altus**), *height*. It appears in English as *-tude*; for example, *alti**tude***. What two other suffixes have the same force as **-tūdō**? Explain **lāti*tūdō***.

Give the original Latin nouns (with their meanings) from which are derived *longitude, latitude, pulchritude, amplitude, fortitude, magnitude, multitude.*

Note that the stem of **fortitūdō** is **fortitūdin-**, and the genitive singular, **fortitūdinis**. This is *not* shown by the English derivative *fortitude.*

561. Application of Latin to English

1. Explain the meaning of the italicized words:

a. Certain companies are *subsidized* by the government.
b. He found many *competitors* in his new enterprise.
c. We were entertained at a *sumptuous* banquet.

2. **Dūcere,** *to lead,* has bequeathed to English a larger number of derivatives than any other Latin word. Make up a list of all you can think of. Make use of the following prefixes: *ab-, ad-, con-, de-, ex-, in-, intro-, pro-, re-, sub-, trans-.* What do **addūcō, indūcō,** and **prōdūcō** mean?

3. What English and Latin suffix is found in *introduction, convention, contradiction, congestion, mission, petition, prediction, audition, procession, creation*? Give the literal meanings of these words, remembering that the suffix corresponds to the Anglo-Saxon *-ing.* Give the last principal part of the simple Latin verbs from which these words are derived.

Drill and Review

562. Decline **illud subsidium** and **fortitūdō.**

563. Review the present passive indicative of **vocō** and **moneō.** What are the personal endings of the passive?

564. Give the principal parts and the stems of **gerō, veniō, videō,** and **portō.** How do you decide to which conjugation each verb belongs? Conjugate **gerō** and **veniō** in the present and past progressive tenses.

565. Complete the verbs in such a way as to make them (1) present tense, and (2) past progressive tense. Then make each subject plural, and complete the verbs.

1. Mīles bellum ger—.
2. Dux mīlitem vid—.
3. Legiō ven—.
4. Puer librum port—.

566. Give the person, number, tense, and meaning of **mittis, mittēbam, venīmus, mittō, veniunt, veniēbāmus, mittēbās, mittunt, venit, mittimus.**

567. Read and translate:

1. Ad tē veniō. Audīsne mē? Quid dīcis? Quid dīcēbās? 2. Subsidium mittit. Subsidium venit. Tū subsidium petēbās, sed ego subsidium nōn mittēbam. 3. Ille homō dīcēbat, sed haec puella nōn audiēbat. 4. Vōbīs grātiās agēbāmus, et nunc agimus. 5. Mīlitēs, cūr ex castrīs excēditis? 6. Undique virī bellum libenter gerēbant. 7. Dē moenibus tēla mittimus, sed frūstrā.

568. Proceed as in previous exercises:

1. Rōmānī patrēs in Graeciam fīliōs mittēbant: ibi hī adulēscentēs lūdōs Graecōrum frequentābant et verba magistrōrum clārōrum audiēbant. 2. Sī auxilium ad hostēs mittitis, magnopere errātis et ex patriā excēdere dēbētis. 3. Noster dux verba *lēgātōrum* audīre recūsāvit. *Lēgātī* pācem petēbant. 4. Iterum atque iterum dīcō, "Nōn vōbīs, sed cīvibus vestrīs et patriae vītam et animum habētis." 5. Quid agitis, puerī? Quid herī agēbātis? Cūr in lūdum nōn veniēbātis? 6. Secundā hōrā fābulam dē morte Hectoris audiēbam et amīcus meus idem agēbat. 7. Pars illīus templī *ignī* dēlēta est. 8. Mōs Rōmānōrum numquam erat pācem cum hostibus armātīs cōnfirmāre.

LESSON 55

CASTOR AND POLLUX AID THE ROMANS

In connection with the splendid temple of Castor and Pollux, which was supposed to have been built 484 B.C. by Aulus Postumius, the Romans told a story of the intervention of these two gods, the protectors of soldiers and sailors, at a moment when the fortune of battle was against the Romans; and of the gratitude which prompted them to build the temple afterward. Of that temple three beautiful Corinthian columns are today standing.*

Give all possible forms of **sē, suīs, ducis, dūcis; auxilium, hostium, equum, pedem, mīlitum; subitō, eōdem, locō.**

569. Postquam Horātius Cocles (§ 317) sōlus in ponte contrā hostēs pugnāvit, et Mūcius Scaevola (§ 354) in castrīs Etrūscōrum sē interritum praebuit, Porsena Tarquinium relinquit et cum suīs cōpiīs ex fīnibus Rōmānōrum excēdit. Nōn diūtius illī ā Porsenā auxilium datur.

Itaque Tarquinius auxilium ā Mamiliō, rēge Latīnōrum, petit, et post paucōs annōs bellum inter Rōmānōs et Latīnōs geritur.[1] Cōnsulēs cum magnīs cōpiīs peditum et equitum in Latīnōs mittuntur[1] et cum hostibus pugnant.

Atrōx[2] erat illud proelium, quod īra Rōmānōrum magna erat et quod ducēs ipsī suōs cōnsiliō exemplōque juvābant. Fortūna pugnae diū dubia erat. Tandem duo equitēs incognitī inter Rōmānōs vidēbantur. Albīs equīs

* For a more complete account of the battle of Lake Regillus and the intervention of the Twin Gods, read one of the following references:

GUERBER. The Story of the Romans, pp. 78–81.

MACAULAY. Lays of Ancient Rome: "The Battle of Lake Regillus."

vehēbantur[1] et Rōmānōs in hostēs dūcēbant. Propter subsidium hōrum equitum fortūna pugnae nōn jam adversa erat. Mox salūs ab hostibus fugā petēbātur.[1]

Interim in urbe magnus est terror cīvium.[3] Subitō duo equitēs incognitī in forō appārent. Arma in fonte lavant,

CASTOR AND POLLUX LEAD THE ROMANS

victōriam cīvibus nūntiant; tum ex forō vehuntur.[1] Numquam iterum in illō locō ā Rōmānīs videntur.

"Ego duōs equitēs agnōscō," dīcit Aulus. "Illī sunt frātrēs Castor et Pollūx,[4] amīcī mīlitum nautārumque. Illīs grātiās agere dēbēmus." Verba eius audiuntur[1] et probantur. Itaque post triumphum templum Castoris et Pollūcis in memoriam pugnae ā cīvibus vovētur.

TEMPLE OF CASTOR AND POLLUX

Three columns of the temple of Castor and Pollux are still standing in the Roman Forum

570. Notes

1. You will have no difficulty in recognizing passive forms of the third and fourth conjugations. **Geritur,** for example, is formed by substituting the familiar passive personal ending **-tur** for the active ending in **gerit.**

2. **Atrōx,** *fierce*; it is a predicate adjective. Give a derivative.

3. What is the case of **cīvium**? With what nouns of the third declension does it belong?

4. The names Castor and Pollux were often used in ejaculations. Since they were twin gods, they were sometimes called *Gemini*, "the Twins." From this name *Gemini* is derived our slang expression "O jiminy!"

571. Present and Past Progressive (Imperfect) Passive Indicative of the Third and Fourth Conjugations

Examine the present passive tenses of **dūcō** and **audiō,** which you will find in the Appendix (page 21), and note everything which will assist you to learn them.*

* To the Teacher. The points mentioned may be developed as a class exercise from a study of the forms in the Appendix.

You should have noted the following points:

1. The present passive of **dūcō** may be formed from the present active by substituting the passive personal endings for the active, except that in the second singular the stem vowel **-e** is preserved.

2. The present passive of **audiō** may be formed by substituting the passive personal endings for those of the corresponding active tense, except that **i** is long in the third singular.

3. The present passive tenses of **dūcō** and **audiō** resemble each other except in the second singular and in the quantity of **i**.

What must be the passive of **dūcēbam** and **audiēbam**? Conjugate these tenses. Consult the Appendix, page 21.

572. Vocabulary

New Word	Related Word	Meaning
pōns, pontis (-ium), *m.*	pontoon	*bridge*
relinquō, -ere, relīquī, relictus	relinquish	*leave, abandon*
pedes, peditis, *m.*	pedestrian	*foot soldier*
eques, equitis, *m.*	*equus*	*horseman*
pugna, -ae, *f.*	*pugnō*	(Meaning?)
dubius, -a, -um	dubious, *dubium*	(Meaning?)
vehō, -ere, vexī, vectus	vehicle	*carry*
salūs, salūtis, *f.*	salutary	*health, safety*
terror, terrōris, *m.*	*terreō*	(Meaning?)
fōns, fontis (-ium), *m.*	font	(Meaning?)
lavō, -āre, -āvī, -ātus	lave	*wash*
agnōscō, -ere, agnōvī, agnitus		*recognize*

573. Application of Latin to English

1. Explain the meaning of the italicized words:

a. Because of the marshes the climate was not very *salubrious.*
b. Floating *derelicts* are dangerous to navigation.
c. He was filled with an *inordinate* desire for riches.
d. The shores are *laved* by the waters of the lake.

2. **Dīcere**, *to speak, say*, has important derivatives. To pre*dict* is to say something beforehand, to foretell. To contra*dict* is to speak against, to gainsay. *Dict*ion meant originally a speaking; now it means the kind of words chosen to express an idea. A *dict*ionary is a book containing the words of a language. An e*dict* is a statement or *utterance* made by a public official. Ver*dict* is from **vērē dictum**, *truly said*, and suggests what the decision of a jury ought to be. An ad*dict* was originally one whom a court had declared to belong to somebody as a slave. An inter*dict* is an utterance that comes between a man and the doing of something. A *dict*ator is a man whose say-so settles things.

3. Observe that *predict* and *foretell* are heteronyms, that is, words from Latin and Anglo-Saxon which exactly correspond in their formation and meaning. *Gainsay* is from *against* and *say*, and hence corresponds to *contradict*.

Drill and Review

574. Decline **hic eques Rōmānus, salūs tua**, and **pōns longus.**

575. Give the tense sign of the future of the first conjugation, and conjugate **vocō** in the future indicative, active and passive.

576. Write out the conjugation of **portō, videō, mittō**, and **audiō** in the present active indicative. Point out the differences or similarities of the conjugations in the retention or change of the stem vowel and in its quantity.

577. Give the principal parts and the three stems of **agō, relinquō, vehō**, and **veniō**.

578. State the person, number, tense, and meaning of

relinquēbātur	audīris	dīcunt	petēbat
vehitur	erit	erunt	dūcēbātur
mittimur	petēbāmur	agunt	petēbantur

579. Write in Latin:

1. He is carried on a horse. 2. They are led by friends. 3. The same (*thing*) is done by them. 4. That captive was being abandoned by the enemy. 5. Your words are heard by us. 6. Wars were being carried on by those tribes.

Then change the verb of each sentence to the opposite voice and express the sentence in Latin.

580. Answer in Latin:

1. Quis in ponte contrā hostēs pugnābat?
2. Quis scrībam rēgis Porsenae necāvit?
3. Quem Porsena relinquit?
4. Unde deinde Tarquinius auxilium petit?
5. Quō in locō Rōmānī cum Latīnīs pugnant?
6. Cūr erat proelium atrōx?
7. Quī erant equitēs incognitī?

581. Give the meanings of the following groups of related words:

fuga	timēre	senex
fugere	timor	senectūs
fugāre	timidus	senātus
		senātor

582. Proceed as in previous exercises:

1. Illō tempore bellum cum Poenīs *ā Rōmānīs* gerēbātur. 2. Rēgulus cum equitibus et peditibus *in Āfricam* mittitur. 3. Prīmō *ab eō* bellum cum fortūnā agēbātur. 4. Postquam urbs ā Graecīs ignī dēlēta est, Trōja ā Trōjānīs relinquēbātur. Pater Aenēae ā fīliō suō ex urbe vehēbātur et salūs ab eīs petēbātur. Eō tempore auxilium eīs ā deīs datum est. 5. In viīs urbium antīquārum erant multī fontēs. Incolae *ex eīs fontibus* in domicilia sua aquam portābant. Aqua ā montibus (*mountains*) in urbem aquaeductibus dūcēbātur. 6. In eō flūmine erat pōns. Subsidium trāns flūmen ad nostrōs ponte mittēbātur.

THE ROMANS ATTACK A GALLIC TOWN

LESSON 56

THE CAPTURE OF A GALLIC TOWN (1)

As you read the passages set for translation in this lesson and in the succeeding lesson, and as you look at the illustrations, you may be interested in comparing the Roman methods with those used in attacking a fortified town in modern times.

583. Gāius Jūlius Caesar annōs novem cum Gallīs bellum gerēbat et agrōs eōrum vāstābat. In hīs bellīs Caesar multa oppida Gallōrum expugnāvit. "Quō modō," puerī Americānī rogant, "Caesar et mīlitēs eius oppida hostium oppugnābant? Oppugnābantne eōdem modō quō (*as*) mīlitēs hodiē oppugnant?"

Oppida Gallōrum in locīs et nātūrā et arte mūnītīs [1] sita

erant. Interdum oppidum in colle situm erat; interdum flūmen altum et lātum prope ūnum latus oppidī fluēbat et huic laterī praesidium dabat. Semper circum oppidum erat mūrus altus.[2] Necesse erat Rōmānōs aut hunc mūrum scandere aut portās et mūrum rumpere.

Mōs erat Gallōrum, sī Rōmānae legiōnēs cōpiās eōrum premēbant, cēdere et intrā mūrōs oppidī properāre, ubi sē dēfendere in animō habēbant. Jam cōpia cibī et frūmentī in oppidum portāta erat et satis tēlōrum[3] parātum erat. Prīncipēs jubēbant portās claudī et oppidānōs in oppidō manēre. Armātī virī in summō mūrō stābant et Rōmānōs exspectābant.

Interim Rōmānī appropinquant. Explōrātōrēs eōrum oppidum spectant et Caesarī nūntiant: "Illud oppidum celeriter nōn expugnābitur; nam altus est mūrus et portae clauduntur. Neque facile[4] erit illōs mūrōs dēlēre. Necesse erit oppidum prīmum obsidēre." Rōmānī igitur castra et impedīmenta nōn procul ab oppidō statuunt et hostēs obsidēre parant.

584. Notes

1. **Mūnītīs**, *fortified*; a perfect passive participle modifying **locīs**, and itself modified by ablatives of means. A naturally strong site for a town was selected; and then this site was strengthened by artificial defenses, such as walls and ditches.

2. Often the wall was twenty or thirty feet high.

3. **Satis tēlōrum**, *sufficient weapons* (lit. *sufficient of weapons*). **Satis**, here used as a substantive, is neuter gender.

4. **Facile**, *easy*; a predicate adjective here. It is neuter gender because the subject of **erit**, an infinitive, is neuter.

585. The Object Infinitive

Translate **Jubēbant portās claudī.** Here **portās** is the subject of the present passive infinitive **claudī**, and the group is the object of **jubēbant**, telling *what* they *ordered*. Observe that **portās** is in the accusative case, like *him* in "I ordered him to go."

Translate **Puerōs in Tiberim mittī jussit.** What word in this sentence is used in the same way as **portās**? What word has the same form and use as **claudī**?

Learn the following statement:

The infinitive with a subject in the accusative case may be used as object. This is called an object infinitive.

586. Form of the Present Passive Infinitive

The present passive infinitives of the four conjugations end respectively in **-ārī**, **-ērī**, **-ī**, and **-īrī**: as, **vocārī**, *to be called*; **monērī**, *to be warned*; **dūcī**, *to be led*; **audīrī**, *to be heard*. Note that each one is formed by changing final **-e** of the present active infinitive to **-ī**, except in the third conjugation, where **-er-** is dropped: as, **agere**, *to drive*, **agī**, *to be driven*; **claudere**, *to close*, **claudī**, *to be closed*.

Review the present active infinitives and the present passive infinitives of the model verbs (Appendix, page 25).

587. Vocabulary

New Word	Related Word	Meaning
ars, artis (-ium), *f.*	art	(Meaning?)
collis, collis (-ium), *m.*		*hill*
latus, lateris, *n.*	lateral	*side*
fluō, -ere, flūxī, flūxus	confluence	*flow*
scandō, -ere	ascend	*climb*
rumpō, -ere, rūpī, ruptus	disrupt	*break, destroy*

New Word	Related Word	Meaning
premō, -ere, pressī, pressus	press	*press, press hard, overwhelm*
cēdō, -ere, cessī, cessus	proceed	*move, yield, retreat*
dēfendō, -ere, dēfendī, dēfēnsus	defend	(Meaning?)
satis, *indecl. adj. and adv.*	satisfy	*enough, sufficient*
claudō, -ere, clausī, clausus	exclude	*close*
oppidānus, -ī, *m.*	*oppidum*	*townsman*
statuō, -ere, statuī, statūtus		*set up, place*

588. Application of Latin to English

1. Explain the meaning of the italicized words:

a. The mansion in which he lived indicated *affluence.*
b. A motion to adjourn takes *preced'ence* over any other.
c. The dispute almost *disrupted* the society.
d. In refusing the presidency for a third term Washington established a *prec'edent* which has been followed ever since.
e. The shortness of time *precluded* further discussion.
f. After many years of public life he now lives in *seclusion.*
g. The plans for the new university *transcended* all expectations.

2. Explain on the basis of their derivation the meaning of the italicized words in the following phrases:

the *refluent* tide
superfluous words
collateral reading
an *incorruptible* character
restitution of property
business *depression*
an *irrepressible* joker
a *fluent* speaker
an *influx* of foreigners
the *confluence* of two rivers
an *expressive* gesture
a *condescending* manner
excessive expense
an *exclusive* society

LESSON 57

THE CAPTURE OF A GALLIC TOWN (2)

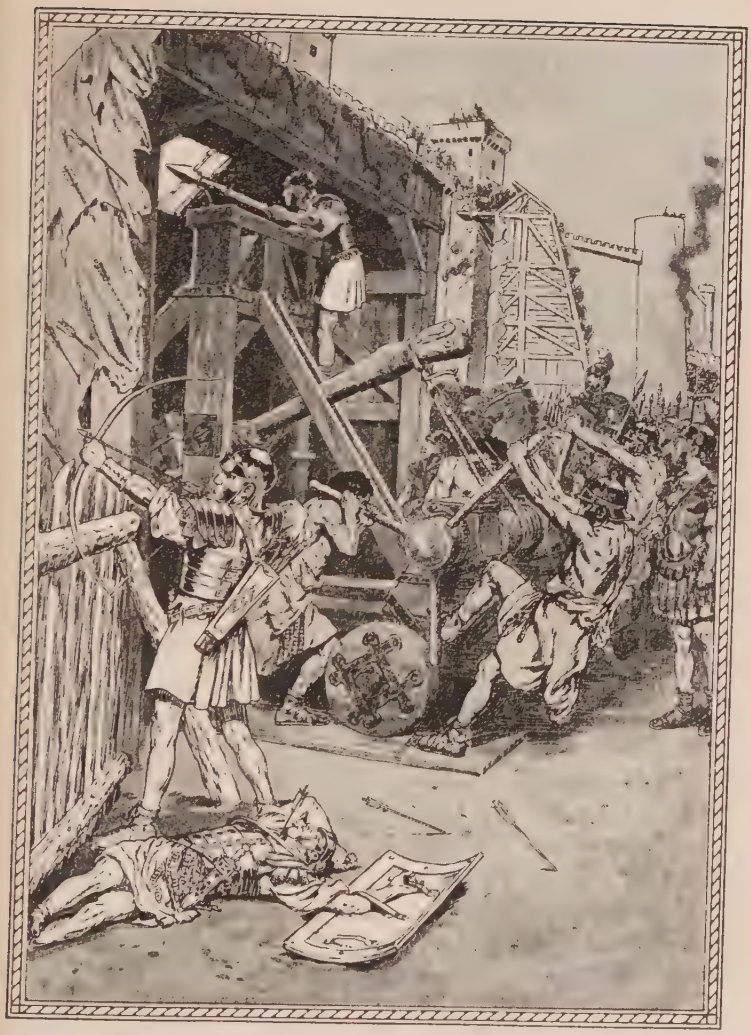
589. Ūnā ex parte aditus ad mūrōs facilis [1] est. Hic locus idōneus oppugnātiōnī vidētur.[2] Hūc prīmum māteria ex silvīs comportātur. Haec māteria satis [3] magnum spatium ā mūrīs locātur. Tum turrēs [4] et testūdinēs [5] et pluteī [6] ā mīlitibus aedificantur.

Turrēs sex vel septem tabulās (*stories*) habent; ā summā tabulā mīlitēs ad mūrum ponte vādere spērant. Sub testūdinibus mīlitēs ad mūrum sine perīculō appropinquābunt. Post pluteōs tormenta [7] administrābuntur.

Dum mīlitēs cum dīligentiā labōrant, oppidānī quī in mūrīs stant rīdent. "Quō modō, Rōmānī," clāmant, "illās turrēs magnās movēre spērātis?"

Dēnique signum mīlitibus datur. Turrēs et testūdinēs et pluteī ad mūrum rotīs volvuntur. Post pluteōs tormenta statuuntur. Arietēs [8] ad mūrum trahuntur. Nunc turrēs prope mūrum stant. Nunc arietēs mūrum et portam tangunt. Nunc multī lapidēs et pīla et sagittae ex tormentīs mittuntur. Nunc mīlitēs ā summā turrī [9] tēla in oppidānōs mittunt. Nunc arietēs ad mūrum et portās aguntur. Oppidānī quoque fortiter pugnant. Dē mūrō saxa et ignem in capita Rōmānōrum fundunt.

Tandem pars mūrī cadit. Statim mīlitēs sub scūtīs [10] in eam partem currunt. Scālās portant. Hīs scālīs mūrum



A CLOSE VIEW OF THE BESIEGERS

scandunt. Frūstrā hostēs Rōmānōs impedīre temptant. Aliā (*another*) in parte porta ariete frangitur. Mīlitēs viam lātam per mūrōs habent. Intrant et oppidānōs fugant.

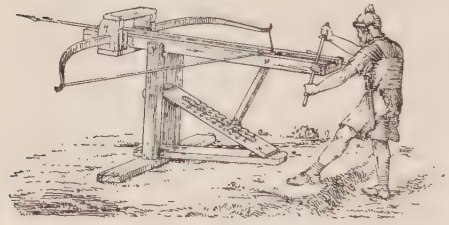
590. Notes

1. **Aditus facilis**, *an easy approach.*

2. The passive of **videō** sometimes means *seem.*

3. **Satis**, an adverb, modifies **magnum.**

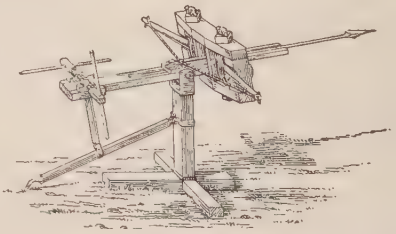
4. Large movable towers (**turrēs**) were built out of reach of missiles sent from the enemy's walls. They had several stories, and were high enough to come at least to the height of the wall of the town. When the assault began, the towers were moved near the walls, while the occupants threw spears at the defenders of the town.



SCORPIŌ

5. The **testūdinēs** were wooden sheds, stoutly made, to be moved toward the walls and to protect the soldiers beneath them against whatever was thrown down from the walls.

6. The **pluteus** was a large standing shield that could be moved ahead as the Romans advanced in the attack.

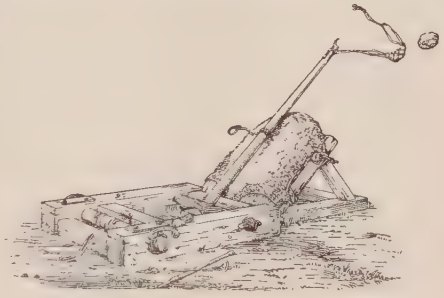


CATAPULTA

7. The **tormenta** were the artillery of the Romans. They consisted of **catapultae**, which shot large arrows in a nearly horizontal direction; **ballistae**, which threw great

stones in the way that a modern mortar throws its missile; and **scorpiōnēs**, which shot arrows in the manner of a medieval crossbow. The range of some of these engines was a thousand feet.

8. The **ariēs** was a battering-ram used to break down the masonry of walls. It was a long beam, with a mass of metal at the end, suspended under a testudo or in the lowest story of a tower. It could be swung forcibly against a wall.



BALLISTA

9. **Summā turrī**, *the top of the tower*. **Turrī** is ablative.

10. The soldiers placed their shields above their heads for protection as they ran forward.

591. Vocabulary

New Word	Related Word	Meaning
oppugnātiō, -ōnis, *f.*	*oppugnō*	(Meaning?)
māteria, -ae, *f.*	material	*timber, lumber*
comportō, -āre, -āvī, -ātus	*con + portō*	(Meaning?)
turris, turris (-ium), *f.*	turret	*tower*
vādō, -ere	evade	*go, walk*
administrō, -āre, -āvī, -ātus	administer	*manage, work*
volvō, -ere, volvī, volūtus	revolve	*roll*
ariēs, arietis, *m.*		*ram, battering-ram*
trahō, -ere, trāxī, trāctus	tractor	(Meaning?)
tangō, -ere, tetigī, tāctus	tangent	*touch*
sagitta, -ae, *f.*		*arrow*
lapis, lapidis, *m.*		*stone*
fundō, -ere, fūdī, fūsus	transfusion	*pour*

New Word	Related Word	Meaning
cadō, -ere, cecidī, cāsus		*fall*
currō, -ere, cucurrī, cursus	current	*run*
scālae, -ārum, *f. plur.*		*ladder, ladders*
impediō, -īre, impedīvī, impedītus	impede	(Meaning?)
frangō, -ere, frēgī, frāctus	fracture	*break*

592. Application of Latin to English

1. Explain the meaning of the italicized words:

a. The room was filled with the *pervasive* odor of ether.
b. The building had an elevator and an *escalator.*
c. The boy was punished for his *infraction* of the rules.
d. The exhibition showed the *evolution* of the locomotive from the earliest form to the present.
e. The western sky was *suffused* with gorgeous colors.
f. He kept at his work in spite of many *distracting* incidents.
g. Fulton's first steamboat was the *precursor* of the ocean liner.
h. The child proved very obstinate and *refractory.*.
i. A full *retraction* of the offensive remarks was demanded.
j. To these direct questions he gave only *evasive* replies.
k. Metals *contract* in cold weather.
l. His welcome was cordial and even *effusive.*
m. His estimate of the value of the business included not only all *tangible* property but such *intangible* items as good will.
n. This point is quite *immaterial* to the discussion.
o. The most valuable manuscripts were preserved *intact.*
p. A spirit of optimism *pervaded* the meeting.
q. After a *protracted* discussion, a decision was finally reached.
r. A heavy responsibility *devolved* upon him.
s. His election as captain *infused* a new spirit into the team.
t. The belief in witchcraft was once widely *diffused.*

2. Explain *fraction, subtrahend,* and *equilateral.*

3. Form all the derivatives you can from **currere,** *to run.* Use the prefixes *con-, ex-, in-, ob-, pre-, re-,* and *sub-.*

Drill and Review

593. Distinguish carefully between the words in the following groups:

aqua	moneō	cūr	mōs	relīquus	undique
equus	moveō	cūra	mors	relinquō	ūsque
eques	maneō	cūrō	mora	relictus	umquam
aequus					numquam
					nusquam

594. Complete, by using a present and then a past progressive tense:

1. Carrī rotīs volv—.
2. Saxa per viās trah—.
3. Equī ā puerīs tang—.
4. Aqua ā servīs fund—.
5. Hostēs flūmine imped—.
6. Sagittae frang—.

595. Proceed as in previous exercises:

1. Quō vādis? Quō curris? Nōlī cadere! 2. Illī carrī equīs validīs trahuntur. 3. Puerī laetī ex lūdō in agrōs currēbant. 4. Flūmina ex collibus in ōceanum fluunt. 5. Ducēs Rōmānī in prīmīs ōrdinibus cum suīs mīlitibus pugnābant. 6. Hostēs dē mūrō lapidēs fundēbant; sed hī lapidēs propter tēstūdinēs nostrōs nōn tangēbant. 7. Nostrī premēbantur et multī cadēbant; sed nōn cēdēbant. 8. Mīlitēs, quod armīs praedāque impediēbantur, celeriter nōn currēbant. 9. Captīvī miserī ad prīncipem trahēbantur. Fēminae lacrimās fundēbant. 10. Magnae undae ad ōram sē volvunt. 11. Rōmānī mūrōs illīus oppidī scālīs scandere et arietibus frangere temptant, sed frūstrā. 12. Māteriam comportārī jubēbit.

LESSON 58

THE AMBITION OF PYRRHUS

Pyrrhus, who was a cousin of Alexander the Great, may have aimed to do in the West what Alexander had done in the East. How Cineas, the minister and agent of Pyrrhus, regarded his master's ambitious plans is related in the following story.*

Give all possible forms of **sibi, clārī, hic, hīc, quid, id; annīs, habēbis; mī, sī, sē; ducēs, habēs; magnam, mortem.**

596. Antīquīs temporibus trēs hominēs sibi imperium dēsīderāvērunt. Alexander Magnus et Hannibal et Caesar, quī[1] inter clārōs virōs semper numerābuntur, imperium nōn sōlum dēsīderāvērunt sed etiam occupāvērunt. Alexander magnam partem orbis terrārum superāvit; tamen juvenis mortuus est (*he died*). Caesar et Hannibal clārī ducēs fuērunt; ille[2] ā Brūtō et Cassiō necātus est; hic[2] sibi mortem venēnō parāvit. Quis hōrum ducum quiētī et ōtiō sē dedit?

Pyrrhus quoque imperium dēsīderāvit. Cīneās, fīdus familiāris eius, saepe cōnsilia et cupiditātem rēgis neque laudābat neque probābat. Sed frūstrā cōnsilia rēgis flectere temptābat.

Ōlim in sermōne Pyrrhus forte dīcēbat, "Paucīs annīs Italiam tōtam vincam."[3]

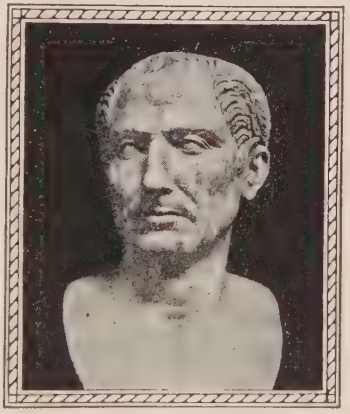
* The story of Pyrrhus is told in the following books:
GUERBER. The Story of the Romans, pp. 115–121.
TAPPAN. The Story of the Roman People, pp. 59–60.
HARDING. The City of the Seven Hills, pp. 115–124.]

Cīneās rīsit. "Sī Rōmānōs vincēs,"[4] rogāvit, "quid agere in animō tum habēbis, ō rēx?"

"Italiae[5] vīcīna est Sicilia," inquit Pyrrhus, "nec difficile erit[6] eam armīs et nāvibus occupāre."

Tunc[7] Cīneās: "Sī Sicilia vincētur,[4] quid posteā agēs?"

Rēx, quī mentem Cīneae nōndum perspiciēbat, "In Āfricam," inquit, "cōpiās meās dūcam[4] et illam terram bellō vincam."



JULIUS CAESAR

Cui[8] ille[9]: "Quid deinde, ō rēx?"

"Tum dēnique, Cīneās," inquit Pyrrhus, "nōs quiētī et ōtiō dabimus."

Celeriter Cīneās respondit: "At cūr nunc tē quiētī et ōtiō nōn dās? Quid tē impediet[4]? Praebēbuntne tibi ōtium novae terrae?"

Neque Siciliam neque Āfricam Pyrrhus superāvit. Post paucōs annōs ā Rōmānīs ipse superātus est et in Graeciam properāvit. Ibi ictū[10] lapidis necātus est. Sine dubiō sē quiētī et ōtiō numquam dedit.

597. Notes

1. What kind of pronoun is **quī** in this sentence?

2. **Ille**, *the former*; **hic**, *the latter*. The demonstratives are here used to emphasize a contrast.

3. To what time does **vincam** refer? What is the sign of the future tense in the first and second conjugations? **Vin-**

cam is the future of the *third* conjugation. Observe that it does not have the tense sign **-bi-**. In what person is **vincam**?

4. To what time do **vincēs** and **vincētur** refer? By comparing these forms with **vincam**, you can see that the sign of the future in the third conjugation is **-ē-** in the second and third persons singular and **-a-** in the first singular. The same is true of verbs of the fourth conjugation.

5. What does **Italiae** tell in this sentence? Compare it with the same use of the case in "He is near (to) me."

6. **Nec difficile erit**, *nor will it be difficult.*

7. **Tunc** is another form of **tum**, *then.*

8. **Cui**, *to whom.* What kind of pronoun is **cui**?

9. Supply **respondit.**

10. **Ictū**, *by a blow*; ablative of the fourth declension.

598. The Future Active and Passive Indicative of the Third and Fourth Conjugations

This tense requires careful study and thorough mastery. Examine the future active tenses of **dūcō** and **audiō**, which follow, and note what will help you most in learning them.

Singular	*Singular*
1. **dūcam**, *I shall lead*	1. **audiam**, *I shall hear*
2. **dūcēs**, *you will lead*	2. **audiēs**, *you will hear*
3. **dūcet**, *he will lead*	3. **audiet**, *he will hear*
Plural	*Plural*
1. **dūcēmus**, *we shall lead*	1. **audiēmus**, *we shall hear*
2. **dūcētis**, *you will lead*	2. **audiētis**, *you will hear*
3. **dūcent**, *they will lead*	3. **audient**, *they will hear*

You should have noted the following points:

1. The future tense of the third and fourth conjugations is like the present tense of the second conjugation except in the first

singular. There is the same regular shortening of the vowel before the personal endings **-t** and **-nt** noted in other tenses.

2. The personal ending of the first person is **-m** and not **-o**.

Learn this tense as given above. Learn also the following statement:

The tense sign of the future tense of the third and fourth conjugations is *-ē-*, changing to *-a-* in the first singular.

You will need to look very sharply in your reading at all verbs containing **-ē-** in the ending. If the verb belongs to the *second* conjugation, **-ē-** indicates the *present* tense; but if the verb belongs to the *third* or *fourth* conjugation, **-ē-** indicates the *future* tense.

The passive of these tenses is formed by using the passive personal endings instead of the active. Form the future passive of **dūcō** and **audiō**, giving the meaning of each form. Then consult the model verbs, in the Appendix, page 22.

599. Vocabulary

New Word	Related Word	Meaning
orbis, orbis (-ium), *m.*	orbit, orb	*circle*
juvenis, juvenis, *m.*	juvenile	*young man*
venēnum, -ī, *n.*		*poison*
quiēs, quiētis, *f.*	quiet	(Meaning?)
ōtium, ōtī, *n.*		*leisure*
fīdus, -a, -um	fidelity	(Meaning?)
cupiditās, cupiditātis, *f.*		*greed, desire*
flectō, -ere, flexī, flexus	reflect	*turn, bend*
sermō, sermōnis, *m.*	sermon	*talk, conversation*
tōtus, -a, -um	total	*whole, all*
vincō, -ere, vīcī, victus	invincible	*conquer*
nāvis, nāvis (-ium), *f.*	navy, *nāvigō*	*ship, boat*
mēns, mentis (-ium), *f.*	mental	*mind, purpose*
at, *conj.*		*but, but yet*

600. Stems of Nouns of the Third Declension in English

Latin Noun	Derivative	Genitive Singular
gēns	gent-ile	*gent*is
tempus	tempor-al	*tempor*is
mōs	mor-al	*mōr*is
ōrdō	ordin-ary	*ōrdin*is
pars	part-ial	*part*is
mors	mort-al	*mort*is
salūs	salut-ary	*salūt*is
sermō	sermon	*sermōn*is
quiēs	quiet	*quiēt*is
mēns	ment-al	*ment*is
lapis	di-lapid-ate	*lapid*is

601. Application of Latin to English

1. Explain the meaning of the italicized words:

a. He appeared completely *rejuvenated* by his vacation.
b. The old house presented a very *dilapidated* appearance.
c. His prices were *exorbitant*.
d. His actions indicated that he was *demented*.
e. He darted a *venomous* look at his opponent.

2. **Flectere**, *to turn, to bend*, has several derivatives. An in*flex*ible rule is one that cannot be broken or even bent. If a bullet is de*flect*ed from its course, it is turned aside. To re*flect* is to turn the mind back to something. To speak with proper in*flect*ion is to give the voice the right turn.

3. *Vincent*, a proper name, is derived from **vincō**, *I conquer*, and means "conquering." *Victor* is also used as a name.

4. In spelling such words as *temporal, ordinary, nominate, capital*, and *radical*, remember that the vowel in the middle of the word is always the same as in the original Latin stem. Explain the medial vowel in each of the above words.

Drill and Review*

602. Decline **ōtium, haec nāvis longa,** and **mēns.**

603. Conjugate **habeō** in the present active, and **vincō** and **impediō** in the present and future active.

604. State the person, number, tense, voice, and meaning of

vincō	venīs	dēlēbit	relinquitis
superō	veniēs	dīcimus	agitis
vincam	audientur	dīcēmus	excēdētis
superābō	audiuntur	habēmus	mittar
dūcimur	vincentur	gerunt	petitur

605. Express in Latin:

1. I shall not abandon them. 2. They will never abandon me. 3. If you do not fight bravely, you will be conquered. 4. Ships will be sent to Sicily. 5. We shall be led across that river into the territory of the enemy. 6. The old man will be carried on a horse. 7. Safety will be sought by the allies. 8. Men, you will seek food and water. 9. Your speech is heard. You are heard with pleasure.

606. Proceed as in previous exercises:

1. Saepe sententiam "Mēns sāna (*sound*) in corpore sānō" audīmus. 2. Adulēscentēs glōriam, ōtium et quiētem senēs petunt. 3. Per tōtum orbem terrārum verba illīus prīncipis audientur. 4. Sī nāvēs habēbimus, nōn vincēmur. 5. Moenia urbium lapidibus aedificantur; facile tamen frangentur. 6. Rhēnus (*Rhine*), nōtum flūmen Germāniae, inter altās ripās fluit. 7. Officium adulēscentium est sermōnēs senum cum cūrā audīre. 8. Mārce, quid hodiē agis? Quid herī agēbās? Quid crās agēs? 9. Tertiā hōrā oppidum relinquēs. Fortasse in carrō veheris.

* To the Teacher. Questions in Latin on the story, similar to those given in previous lessons, can readily be asked by the teacher when they are not provided in the exercises.

LESSON 59

AN EXTRACT FROM A LETTER FROM ROME

Gladiatorial contests were a favorite form of popular entertainment. They were given by certain officials, especially the aediles, who found in them a means of winning the approval of the populace in elections. Rival candidates tried to outdo one another in the number of pairs of gladiators contending and in the general expenditures for the shows.*

Give all possible forms of **ipse, sine, undique, urbe; gaudium, cīvium, eum; pugnam, vincam, eam, jam; haec, poētae.**

607. Herī ego et patruus meus in Circō Maximō aderāmus, ubi spectācula ab imperātōre dabantur. Magna turba et virōrum et mulierum undique in subselliīs sedēbant. Imperātor ipse aderat. Maximum gaudium animōs spectātōrum occupāvit; nam spectācula eius modī Rōmānōs semper dēlectāvērunt.

Prīmō certāmen quadrīgārum (page 141) vīdimus. Id certāmen mihi certē grātum erat. Forte neque aurīga neque equus vulnerātus est. Tandem fīnis huius certāminis fuit et clārum signum tubā datum est.

Statim in arēnam intrāvērunt gladiātōrēs. Quam altī et validī virī! "Unde veniunt illī?" rogāvī; et patruus respondit: "Sunt captīvī ductī [1] ex Galliā et Britanniā et in lūdō gladiātōriō exercitātī.[1] Ad mortem suam veniunt,

* An account of gladiatorial combats may be found in one of the following books:

DAVIS. A Day in Old Rome, pp. 389–406.
JOHNSTON. Private Life of the Romans, pp. 243–264.

sed sine timōre." Interim eī ad eam partem Circī sē vertunt ubi imperātor sedet dīcuntque, "Moritūrī[2] tē salūtāmus." Tum sine morā pugnant.

Nōn omnēs (*all*) gladiātōrēs eōdem modō armantur. Aliī[3] rēte et tridentem habent; aliī[3] galeam gerunt et scūtum

A FIGHT IN THE ARENA

A **rētiārius** (at the left) is fighting with a **secūtor**

et gladium portant. Nōn procul ā nōbīs ūnus ex gladiātōribus adversārium rēte implicāre temptābat. Alter[4] prīmō rēte vītābat, sed tandem implicātus est. "Habet, habet," clāmant hominēs quī circum mē sedēbant. Nam Rōmānī semper dīcunt "Habet" sī gladiātor victus est. Victor super adversārium stat et signum imperātōris exspectat. Sed imperātor propter clāmōrēs populī poliicem nōn vertit. Vīvus et laetus ex arēnā gladiātor currit.

608. Notes

1. **Exercitātī**, *trained.* **Ductī** and **exercitātī** are *perfect passive participles* in the *nominative* case agreeing with the *subject*, **captīvī**, and are themselves modified by adverbial phrases expressing *place*. This combination of ideas is very common in Latin. The Romans had a regular training-place for gladiators (**lūdus gladiātōrius**).

2. **Moritūrī**, *we who are about to die*; **moritūrī** is a future active participle modifying the subject of **salūtāmus**. Note the syllable **-tūr-**. The contest began with a procession of the gladiators through the arena, in the course of which they passed before the magistrate giving the games, — or, in later days, the emperor, — whom they saluted with these words.

3. **Aliī . . . aliī**, *some . . . others*. Balancing words of this sort are frequent in Latin. What does **et . . . et** mean?

4. **Alter**, *the other*.

609. Place Ideas

The following phrases occur in this lesson. State regarding each whether it expresses *place to which* (*whither*) or *place where*. State what preposition is used, what case is used, and whether or not the verb expresses motion.

in lūdō gladiātōriō	in arēnam
in subselliīs	ad mortem suam
in Circō Maximō	ad eam partem

Learn the following statements regarding place ideas:

Place where **is expressed by the *ablative* case with the preposition *in*. The verb does not express motion.**

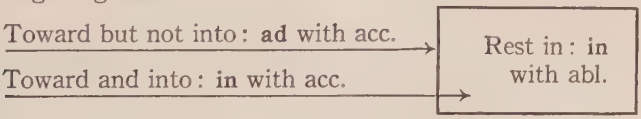
Place to which **or *whither* is expressed by the *accusative* case with the prepositions *ad* or *in*. The verb expresses motion.**

NOTE. A verb not expressing motion may be called "a verb of rest."

THE COLOSSEUM TODAY

In this amphitheater many gladiatorial combats took place. Observe that there were galleries beneath the arena

The difference between **ad** and **in** with the accusative, and between the two cases with **in**, is illustrated by the accompanying diagram.



610. Vocabulary

New Word	Related Word	Meaning
imperātor, -ōris, *m.*	emperor	*commander, emperor*
mulier, mulieris, *f.*		*woman*
certāmen, -inis, *n.*		*contest*
tuba, -ae, *f.*	tuba	*trumpet*

New Word	Related Word	Meaning
gladiātor, -ōris, *m.*	gladiator, *gladius*	(Meaning?)
vertō, -ere, vertī, versus	invert	*turn*
rēte, rētis, *n.*		*net*
tridēns, tridentis, *m.*	trident	(Meaning?)
adversārius, -rī, *m.*	adversary	(Meaning?)
implicō, -āre, -āvī, -ātus	implicate	*entangle*
victor, victōris, *m.*	*vincō*	(Meaning?)
clāmor, clāmōris, *m.*	clamor, *clāmō*	(Meaning?)
pollex, pollicis, *m.*		*thumb*
vīvus, -a, -um	revive	(Meaning?)

611. Application of Latin to English

1. Explain the meaning of the italicized words:

a. He did not understand all the *implications* of what he said.
b. He assumed at once a *belligerent* attitude.
c. Abuse and *contumely* were heaped upon him.
d. Nations are considering the problems of *disarmament.*

2. **Venīre,** *to come,* is important for English. The ad*vent* of spring is its "coming to," or arrival. When an assembly con*venes* it comes together. A con*vent*ion is a coming together. An e*vent* is literally something that comes out, then an occurrence. To inter*vene* in a quarrel is to come between the contestants. To contra*vene* a law is to go contrary to it. An in*vent*or is one who comes upon or discovers something. To pre*vent* meant originally to arrive first, then to get ahead of someone else and, hence, to stop him. Re*ven*ue is that which comes back from an investment, income.

3. Give the Anglo-Saxon heteronym of *event.*

4. The difference in meaning between **alius,** *another,* and **alter,** *the other* (of two), is reflected in the English derivatives of these words. There may be any number of *alien* nations; a man may have any number of *aliases.* For these words are

derived from **alius**, *another*. But a choice of *alternatives* as to a course of action to follow involves one or *the* other of *two*. It is, for example, incorrect to say "There are three alternative courses of action," for "alternatives" can in strictness be used regarding only two choices. The expression "the other alternative" is redundant, because "alternative" means *the other* choice, and "the other" repeats the idea unnecessarily. When something occurs on *alternate* days it occurs every *second* day.

Drill and Review

612. Decline **imperātor noster** and **victor ipse**.

613. Conjugate **vertō** in the present and future indicative, active and passive.

614. Remembering that both in Latin and in English the manner of an action may be expressed either by a phrase or by an adverb (as, *with speed*, or *speedily*), write in Latin:

1. He will lead the legions bravely (**fortitūdō**). 2. They will act courageously. 3. You were speaking with great care. 4. She speaks eloquently. 5. I shall come to your house with great pleasure. 6. This war will be waged zealously. 7. You will conquer gloriously. 8. The aged man was talking very wisely.

615. Answer in Latin:

1. Ubi spectācula Rōmāna dabantur?
2. Cūr Rōmānī pugnās gladiātōrum cum gaudiō spectāvērunt?
3. Unde veniēbant gladiātōrēs?

616. Proceed as in previous exercises:

1. Rōma caput orbis terrārum appellāta est. 2. Nihil eōs dēlectābit. 3. Victor nunc ōtiō sē dabit. 4. Duōs gladiātōrēs in arēnā vīdī; imperātōrem salūtābant. 5. Lēgātum frūstrā petēs: nōn jam in castrīs adest. 6. Bellum ipsum ab nōbīs nōn laudātur, sed victōrēs in bellō semper laudantur.

LESSON 60

PERSEUS ESCAPES DEATH

The story of Perseus will continue for several lessons. It will assist you to understand the Latin if you will get first a general knowledge of the whole story.*

Give all the possible forms of **haec, hoc; grātiās, potestās; rēgis, dūcis, rēgēs, dūcēs; monēris, dūcēris, dūceris; mare, mātre, ille.**

617. Haec nārrantur ā poētīs [1] dē Perseō. Perseus fīlius erat Jovis,[2] rēgis hominum et deōrum. Māter eius Danaē, avus Ācrisius appellābātur. Ācrisius cupiēbat [3] Perseum nepōtem suum interficere; nam propter ōrāculum puerum timēbat. Orāculum eum ita monuerat: "Ā tuō nepōte interficiēris."

Capit igitur Perseum adhūc īnfantem et cum mātre in arcā inclūdit. Tum arcam ipsam in mare jacit. Danaē, māter Perseī, magnopere terrētur; tempestās enim mare turbat. "Quid faciam?" clāmat. "Nusquam salūtem perspiciō. Mox mors fīnem miserae vītae faciet." Perseus autem in sinū [4] mātris dormit.

Juppiter tamen haec videt et fīlium suum servāre cōnstituit. Tranquillum igitur facit mare et arcam ad īnsulam Serīphum dūcit. Huius īnsulae Polydectēs tum rēx

* The story of Perseus may be found in the following books:
HAWTHORNE. Wonder-Book: "The Gorgon's Head," pp. 8–32.
GAYLEY. Classic Myths, pp. 224–231.
GUERBER. Myths of Greece and Rome, pp. 240–249.
TATLOCK. Greek and Roman Mythology, pp. 199–209.
SABIN. Classical Myths that live Today.

erat. Postquam arca ad lītus vēnit, Danaē in arēnā quiētem capit. Hīc post breve[5] tempus ā piscātōre Perseus et māter reperiuntur et ad aedēs rēgis Polydectis dūcuntur.

DANAE AND PERSEUS ARE FOUND BY A FISHERMAN

Ille mātrem et puerum benignē excipit et eīs sēdem tūtam in fīnibus suīs dat. Danaē hoc dōnum libenter accipit et prō tantō beneficiō rēgī grātiās agit.

618. Notes

1. Our knowledge of stories of ancient mythology comes from the poetry of Greece and Rome.

2. **Jovis** is genitive singular of **Juppiter.**

3. Some verbs of the third conjugation end in **-iō**: as,

cupiō, faciō, capiō, and **jaciō.** You should easily recognize the forms of these words occurring in this lesson.

4. **Sinū,** *arms* (lit. *bosom*); ablative singular of the fourth declension.

5. **Breve,** *short*; an adjective of the third declension.

619. Verbs of the Third Conjugation ending in *-iō*

The first principal part of verbs of the four conjugations ends respectively in **-ō, -eō, -ō,** and **-iō**: as, **vocō, habeō, dūcō, audiō.** There is, however, a small but important group of verbs of the third conjugation ending in **-iō,** and a few special points about them should be learned.

The three verbs of this class which most frequently occur are **capiō, faciō,** and **jaciō.** They end in **-iō,** but their present active infinitives are **capere, facere,** and **jacere,** showing that they belong to the *third* conjugation and not to the fourth. Examine the present tense of **capiō, dūcō,** and **audiō,** and note the differences:

capiō, *I take, am taking*	**dūcō**	**audiō**
capis, *you take, are taking*	**dūcis**	**audīs**
capit, *he takes, is taking*	**dūcit**	**audit**
capimus, *we take, are taking*	**dūcimus**	**audīmus**
capitis, *you take, are taking*	**dūcitis**	**audītis**
capiunt, *they take, are taking*	**dūcunt**	**audiunt**

Observe that **capiō** differs from **dūcō** in having **i** in the first singular and third plural, but that otherwise it is identical with it. Observe that **capiō** differs from **audiō** in having short **i** throughout, but that otherwise it is identical with it. Learn these inflections thoroughly.

The past progressive (imperfect) and future active of **capiō, faciō,** and **jaciō** are conjugated like the same tenses of **audiō.** Learn the principal parts, synopsis, and conjugation of **capiō** as given in the Appendix, pages 20–22.

620. Vocabulary

New Word	Related Word	Meaning
cupiō, cupere, cupīvī, cupītus	*cupiditās*	*wish, desire*
nepōs, nepōtis, *m.*		*grandson*
interficiō, interficere, interfēcī, interfectus		*kill*
capiō, -ere, cēpī, captus	capture	*take*
adhūc, *adv.*		*still, to this time*
īnfāns, -antis (-ium), *m.*	infant	(Meaning?)
arca, -ae, *f.*	ark	*box, chest*
inclūdō, inclūdere, inclūsī, inclūsus	include	*shut in, confine*
jaciō, jacere, jēcī, jactus	eject	(Meaning?)
tempestās, -ātis, *f.*	tempest	(Meaning?)
mare, maris, *n.*	marine	(Meaning?)
faciō, -ere, fēcī, factus	manufacture	*make*
perspiciō, perspicere, perspexī, perspectus	*spectō*	*see, perceive*
dormiō, -īre, -īvī, -ītus	dormitory	*sleep*
cōnstituō, cōnstituere, cōnstituī, cōnstitūtus	constitute	*determine*
lītus, lītoris, *n.*		*shore*
piscātor, piscātōris, *m.*		*fisherman*
reperiō, reperīre, repperī, repertus		*find*
benignē, *adv.*	benign	*kindly*
excipiō, excipere, excēpī, exceptus	*ex* + *capiō*	*receive*
sēdēs, sēdis, *f.*	*sedeō*	dwelling-place
accipiō, accipere, accēpī, acceptus	accept, *ad* + *capiō*	(Meaning?)
tantus, -a, -um		so great
beneficium, benefi'cī, *n.*	beneficial	kindness

621. Application of Latin to English

1. Explain the meaning of the italicized words:

a. The seeds lay *dormant* throughout the winter.
b. He was overwhelmed by the rain of *missiles.*
c. His actions were *tantamount* to a confession of guilt.
d. The *littoral* rights of the United States and Canada are protected by treaties.
e. In the midst of the excitement he remained *imperturbable.*

2. **Jacere,** *to throw, cast,* has numerous descendants. To e*ject* a person is to throw him out. To re*ject* an offer is to throw or cast it back. To con*ject*ure is to throw things together mentally, to make a guess; as we say, "to put two and two together." A pro*ject*ile is something thrown forward. Explain pro*ject*or. An ob*ject*ion to a proposal is something thrown against it. To in*ject* antitoxin into the blood is to thrust it in. The tra*ject*ory of a cannon ball is the curve it describes when thrown across space. An e*jac*ulation is a remark thrown out by a sudden impulse. To be sub*ject*ed to punishment is to be thrown or put under it.

3. Explain the suffixes found in *captor, infancy, constitution, victor,* and *version.*

4. Give the Latin plurals of the following nouns of the third declension, pronouncing them as English words:

apex	index	axis
appendix	vertex	basis

Drill and Review

622. Decline **illud lītus vīcīnum.**

623. Write in parallel columns the present and future active indicative of **gerō, faciō,** and **reperiō,** and point out the similarities and differences of their conjugation.

624. Review the personal endings of the perfect active. Conjugate the perfect indicative active of the model verbs.

625. State the person, number, tense, voice, and meaning of

jaciēs	jacitur	jacimus	excipiēbāmur
monēs	jaciēmus	jaciunt	cupiētis
jaceris	monēmus	dormīs	monētis

626. Translate the italicized phrases:

1. Boys are coming *out of yonder school.* 2. We sent them *away from the school.* 3. They came *from the villa to the sea.* 4. Soon they will go *into the water.* 5. Send men *to the town.* 6. Seek aid *from your allies.*

627. Answer in Latin:

1. Cuius fīlius erat Perseus?
2. Cūr Ācrisius Perseum interficere cupiēbat?
3. Quō modō avus nepōtem suum interficere temptābat?

628. Read and give the general thought of each paragraph:

Poētae antīquī nōbīs fābulās multās et nōtās nārrāvērunt. Inter hās maximē nōta est fābula dē Perseō.

Perseus īnfāns avō nōn grātus erat. Ōrāculum enim avum Perseī hīs verbīs monuerat: "Tuus nepōs tē interficiet." Hoc ōrāculum avum magnopere terruerat. Itaque propter timōrem Perseum interficere in animō habēbat. Sed quō modō eum interficiet?

Tandem hoc cōnsilium in mentem avī venit: Perseum et mātrem capere et in arcā claudere et in mare altum jacere. Sibi dīcit, "Sī Danaē et Perseus capientur et in mare jacientur, certē submergentur (*will be drowned*)."

Sed rēx hominum deōrumque factum avī vīdit et fīlium servāre cōnstituit; nam Perseus, ut poētae nōbīs nārrant, fīlius Jovis erat. Celeriter Juppiter Perseum et mātrem trāns mare tranquillum trānsportat, ubi sēdēs tūta illīs datur. Danaē rēgī īnsulae grātiās dat.

629. Review Word List 10, in the Appendix, page 8.

PERSEUS FLIES TO THE LAND OF MEDUSA

LESSON 61

PERSEUS IS SENT TO GET THE HEAD OF MEDUSA*

Tell the story of Perseus as thus far related.

Give all the possible forms of **dūcitur, igitur, monētur, dūcētur; haec, hanc, hōc, hoc, hīs; cōnsilium, Perseum, hominum, cīvium.**

630. Perseus igitur multōs annōs in rēgnō Polydectis habitābat, et cum mātre vītam laetam agēbat. At Polydectēs Danaēn magnopere amābat, atque eam in mātrimōnium dūcere cupiēbat. Hoc tamen cōnsilium Perseō nōn grātum erat. Polydectēs igitur Perseum ex rēgnō mittere cōnstituit.[1] Tum adulēscentem ad sē vocāvit et

* For a description of Medusa see Gayley's "Classic Myths," p. 208.

haec dīxit[1]: "Turpe[2] est hanc ignāvam vītam agere; tū adulēscēns es. Quō ūsque (*How long*) in meō rēgnō manēbis? Tempus est arma capere et virtūtem praestāre. Hinc properā, et caput Medūsae ad mē reportā."

Perseus, ubi haec audīvit, ex īnsulā discessit, et postquam ad continentem vēnit, Medūsam quaesīvit. Diū frūstrā quaerēbat; namque nātūram locī ignōrābat. Tandem Apollō et Minerva viam eī mōnstrāvērunt. Prīmum ad Graeās, sorōrēs Medūsae, vēnit. Ab hīs tālāria et galeam magicam accēpit. Apollō autem et Minerva falcem et speculum dedērunt. Tum postquam tālāria pedibus induit, in āera[3] ascendit. Diū per āera volābat; tandem tamen ad eum locum vēnit ubi Medūsa cum cēterīs Gorgonibus habitābat.

631. Notes

1. This form is *perfect indicative active* of the third conjugation. For the inflection of this tense of verbs of the third and fourth conjugations, which is like that of the first and second conjugations, see the Appendix, page 22.

2. **Turpe**, a predicate adjective with **est**; *it is disgraceful.*

3. **Āera** is accusative singular of **āēr**, which is irregular in that it has a Greek form for the accusative.

632. Vocabulary

New Word	Related Word	Meaning
mātrimōnium, -mōnī, *n.*	matrimony	(Meaning?)
praestō, -āre, -stitī, -stitus	*prae* + *stō*	*excel, exhibit*
reportō, -āre, -āvī, -ātus	report	*bring back*
discēdō, -ere, -cessī, -cessus	*dis* + *cēdō*	*depart, withdraw*
continēns, -entis, *f.*	continent	(Meaning?)
quaerō, -ere, -sīvī, -sītus	inquire	*ask, seek*

New Word	Related Word	Meaning
namque, *conj.*	*nam*	*for*
tālāria, -rium, *n. plur.*		*winged sandals*
magicus, -a, -um	magic	(Meaning?)
falx, falcis, *f.*		*curved sword, sickle*
speculum, -ī, *n.*	*spectō*	*mirror*
pēs, pedis, *m.*	pedal	*foot*
induō, -ere, -ī, -ūtus		*put on*
āēr, āeris, *m.*	aërial	*air*
ascendō, -ere, -ī, ascēnsus	ascend	(Meaning?)

633. Place Ideas

With reference to any particular *place*, you may imagine yourself as *being there*, *going to it*, or *going away* from it. The accompanying drawing will illustrate.

Place from which
ab or **ex** with the abl.

Place where
in with the abl.

Place to which
ad or **in** with the acc.

The following phrases occur in the Latin story of this lesson. State regarding each whether it expresses place *where*, *whither* (*to which*), or *whence* (*from which*). State also what preposition and what case are used, and whether the verb expresses motion or "rest."

in rēgnō	in meō rēgnō	ad Graeās
ex rēgnō	ex īnsulā	in āera
ad sē	ad continentem	ad eum locum

Learn the following statement:

Place from which is expressed by the ablative case with the preposition *ab* (*ā*) or *ex* (*ē*).

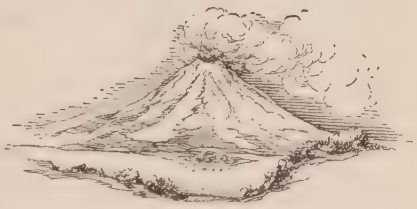
The accompanying diagram illustrates the difference in the ideas expressed by **ab** and **ex** with the ablative.

634. Application of Latin to English

1. Explain the meaning of the italicized words:

a. The commander sent in a *requisition* for additional supplies.
b. The poor reception on the radio was due to a defective *aërial*.
c. The *transmitter* is an essential part of the radio.
d. The beauty of the scene *transcends* description.
e. He is *indued* with the spirit of justice.

2. See how many English words you can find derived from **mittere**, *to send*. Derivatives are formed from the first and last principal parts. Accordingly some derivatives will contain *mit(t)* and others *miss*. Use the prefixes *ad-*, *com-*, *dis-*, *ex-* (*e-*), *in-*, *inter-*, *intro-*, *ob-*, *per-*, *prae-*, *praeter-*, *pro-*, *re-*, *sub-*, *trans-*. Consult the dictionary. Arrange them in a list in your notebook. What do **permittō**, **praemittō**, and **remittō** mean?


A VOLCANO *EMITS* SMOKE

3. The interrogation mark (?) is a curious derivative of **quaerere**, *to ask*. It was the custom in reading a manuscript to write on the margin the word **quaere** regarding any doubtful point. It meant "Ask about this," "Look this up." It was abbreviated to **qu.**, or **q**. This was often written hastily and gradually took the form ?, which we use today.

4. Observe in pronouncing **āera** that **a** and **e** do not form a diphthong, but that each vowel is pronounced separately. The same is true of the derivative *aërial* and of the related word *aëroplane* (pronounced ā′ ĕr-ō). Avoid the common mispronunciation of the second syllable.

Drill and Review

635. Decline **pēs, virtūs, māter,** and **suī.**

636. Review the perfect passive of the first and second conjugations (Appendix, page 23).

637. Learn thoroughly the principal parts and the three stems of the following verbs, giving a derivative from the last principal part, if one exists. Consult the general vocabulary.

agō	dīcō	petō	cōnstituō
cadō	dūcō	premō	tangō
cēdō	fluō	quaerō	trahō
discēdō	frangō	relinquō	vādō
excēdō	fundō	rumpō	veniō
claudō	gerō	scandō	vertō
currō	jaciō	ascendō	vincō
dēfendō	mittō	statuō	volvō

638. Conjugate **agō, jaciō,** and **veniō** in the perfect active.

639. State the person, number, tense, and meaning of

dīcit	dīcent	dīxī	aget	jacient	jēcistī
dīxit	dīxērunt	dīximus	ēgimus	jaciunt	jacimus
dīcet	dīcētis	ēgit	agēmus	jēcit	jacis
dīcunt	dīxistis	agit	agimus	jacit	jēcī

640. How is the *to* relation expressed in Latin when it is *indirect object*? when it is *place to which*? Write the following sentences in Latin:

1. They ran to the river. 2. They announced the victory to the leader. 3. His brother and sister have departed to the villa.

4. They are sent to the city. 5. They ascend to the sky. 6. Books were given to me; they were sent to me. 7. They will hasten to the garden. 8. I said nothing to you.

641. Learn thoroughly the meaning of the following related words:

hīc, *here*	**hinc,** *from this place*
hic, *this*	**adhūc,** *up to this time*
hūc, *to this place*	**posthāc,** *after this*

642. Read and translate:

Perseus in rēgnō Polydectis vītam laetam ēgit. In illō rēgnō multōs annōs mānserat. Tandem ex rēgnō discessit, quod rēx eum mīsit. Sine dubiō Perseus excēdere cupīvit; nam puer nōn jam erat. Praetereā virtūtem praestāre parātus erat. Rēx eī dīxit: "Cape arma. Virtūtem praestā. Medūsam quaere. Caput illīus ad mē reportā."

Cum gaudiō Perseus haec verba audīvit; et sine morā sē armāvit et discessit. Ad continentem nāve vēnit, ubi Medūsam diū frūstrā quaesīvit. Tandem via ā deīs mōnstrāta est et Perseus ad Graeās vēnit. Illae eum benignē excēpērunt et eī tālāria et galeam magicam dedērunt. Tālāribus per āera Perseus volāvit. Hōc modō dēnique ad domicilium Medūsae vēnit.

PERSEUS ATTACKS MEDUSA

LESSON 62

PERSEUS KILLS MEDUSA

Tell the story of Perseus as far as it has been related.

Give all possible forms of **hoc, hōc, haec, hic; īra, arma, posteā; perīculō, Perseō; deī, ignī, ōrāculī, eī; hominēs, ducēs.**

643. Maximē difficile[1] erat Medūsam interficere atque caput eius abscīdere. Hominēs enim, sī caput Gorgonis vīderant, in saxum versī sunt.[2] Propter hanc causam Minerva speculum Perseō dederat. Ille igitur tergum vertit, et in speculum īnspiciēbat. Hōc modō in locum vēnit ubi Medūsa dormiēbat. Simul ac Medūsa reperta

est, Perseus caput eius falce suā abscīdit. Cēterae Gorgonēs statim ē somnō excitātae sunt et īrā [3] commōtae sunt. Arma rapuērunt et Perseum interficere cupiēbant. Ille autem dum fugit, galeam magicam induit; et ubi hoc fēcit, nōn diūtius ab eīs vīsus est.

Post haec Perseus in fīnēs Aethiopum vēnit. Ibi Cēpheus illō tempore rēgnābat. Hic Neptūnum, maris deum, ōlim offenderat. Itaque imperiō [4] deī mōnstrum cotīdiē ē marī [5] veniēbat et hominēs dēvorābat. Ob hanc causam terror animōs populī occupāverat. Cēpheus igitur ad ōrāculum nūntium mīsit, atque ā deō jussus est fīliam mōnstrō dare. Eius autem fīlia, nōmine [6] Andromeda, virgō maximē pulchra erat. Ubi respōnsum ōrāculī audītum est, Cēpheus magnō dolōre [7] commōtus est. Cupiēbat tamen cīvēs suōs ē tantō perīculō extrahere, atque ob eam causam cōnstituit imperāta deī facere.

644. Notes

1. **Maximē difficile**, *very difficult*; predicate adjective.

2. This is a form of the perfect passive of **vertō**, a verb of the third conjugation. For the inflection of this tense in the third and fourth conjugations, which is similar to that of the first and second conjugations, see the Appendix, page 23.

3. **Īrā** tells by what *cause* they were disturbed. In translating **īrā commōtae sunt** use a natural English expression.

4. **Imperiō**, *in accordance with the command.*

5. **Mare** is an ī-stem noun, and the ablative singular is **marī**.

6. **Nōmine**, literally, *by name.* In translating use a natural English expression.

7. In what three ways is *cause* expressed in this story?

645. The Uses of the Ablative Case

The ideas expressed by the ablative case are more varied than those expressed by any other case. The frequent use of the ablative case without a preposition also makes it more difficult to recognize the idea expressed by an ablative phrase and get the thought of the sentence. Review the sentences in the Latin story containing the phrases given below. Then tell what idea is expressed by each phrase (or state what it tells about the rest of the sentence); state whether a preposition is used, and what word the phrase modifies.

hōc modō	illō tempore
falce suā	ē marī
ē somnō	ā deō
īrā	magnō dolōre
ab eīs	ē tantō perīculō

Learn the following list of ideas expressed by the ablative:

Place from which (*whence*), with the preposition ā (**ab**) or ē (**ex**)
Agent, with the preposition ā (**ab**)
Separation, with or without the preposition ā (**ab**), dē, or ē (**ex**)
Place where, with the preposition **in**
Time when, without a preposition
Accompaniment, with the preposition **cum**
Means, without a preposition
Manner, with the preposition **cum**, which may be omitted when the noun is modified by an adjective
Cause, with or without the preposition dē

646. Vocabulary

New Word	Related Word	Meaning
abscīdō, abscīdere, abscīdī, abscīsus	*abs* + *caedō*	*cut off*
causa, -ae, *f.*	cause	(Meaning?)
īnspiciō, īnspicere, īnspexī, īnspectus	inspect, *perspiciō*	*look into*

New Word	Related Word	Meaning
simul ac, *conj.*	*simul*	*as soon as*
excitō, -āre, -āvī, -ātus	excite	*arouse*
rapiō, -ere, rapuī, raptus		*seize*
fugiō, -ere, fūgi, fugitus	fugitive	*flee*
offendō, offendere, offendī, offēnsus	offend	(Meaning?)
dēvorō, -āre, -āvī, -ātus	devour	*eat*
ob, *prep. with acc.*		*on account of*
virgō, virginis, *f.*	virgin	*maiden, girl*
dolor, dolōris, *m.*		*grief*
extrahō, -ere, -trāxī, -trāctus	extract	*drag out, rescue*
imperātum, -ī, *n.*		*command*

Note that **ob** has an entirely different meaning when used as a preposition from that which it has as a prefix.

647. The Suffix *-or*

You have seen that the suffix **-tor**, meaning "one who," is really **-or** and gets the **t** from being added to the *participial* stem of the verb, which usually ends in **-t**. There is another suffix **-or** (without **t** before it) which is added to the *present* base of verbs and has an entirely different meaning. It denotes a state or condition both in Latin and in English. Thus *terror* is from **terreō**, *I frighten*, and means the state of being afraid, fright. Many Latin words in **-or** are used in English without change: as, *terror, vigor, fervor.*

Give the meanings of the following Latin nouns in **-or** and state which appear without change in English:

amor	dolor	honor	timor
clāmor	error	horror	valor

Tell which of these nouns come from Latin verbs that you have met. Give the verbs and their meanings.

648. Application of Latin to English

1. Explain the meaning of the italicized words:

a. The invention of the *audion* was an important step in the development of the radio.
b. We should *condole* with our friends in their misfortunes.
c. He was considered a very *perspicacious* individual.
d. He is a very *inquisitive* child.
e. He ate with a *voracious* appetite.
f. He secured possession of the document *surreptitiously.*

2. Explain the following derivatives of **tempus**, *time*: con*tempor*ary, con*tempor*aneous, ex*tempor*aneous, *tempor*ary. In grammar **tempus** appears as *tense.*

3. *Indolent* now means lazy, idle, but it originally meant not grieving, not worrying, from **in**, *not*, and the root **dol**, *to grieve.* The "I should worry" club had its ancient members.

4. Why is *pacify* spelled with *c*, *partial* with *t*, *imperative* with *a*, *commotion* with two *m's* and *t*, *repetition* with *e* and *t*?

5. Collect as many English nouns ending in *-or* as you can and decide which are borrowed from Latin.

Drill and Review

649. Give the genitive singular of **ille** and **ipse.**

650. Conjugate **fugiō** in the present, future, and perfect indicative active; **cōnstituō** in the perfect active; **mittō**, **capiō**, and **petō** in the perfect passive.

651. Review the principal parts and meanings of the verbs in section 637. Supply the needed verbs:

1. Ego *sought, will drag, have left, came, was coming.*
2. Tū *said, were climbing, have closed, drove, will seek.*
3. Ille *was coming, broke, will throw, heard, desires.*
4. Nōs *find, were leading, fall, conquered, have determined.*
5. Vōs *send, defended, seek, were running, will turn.*
6. Illī *came, touch, will take, are sleeping, threw.*

652. State what idea is expressed by the italicized phrases and translate them into Latin:

1. He will fight *with a sword*. 2. He leads us *with courage*. 3. He came *with his father*. 4. A lieutenant is sent *with horsemen*. 5. We heard his speech *with great joy*.

653. Give the meaning of the words in the following related groups:

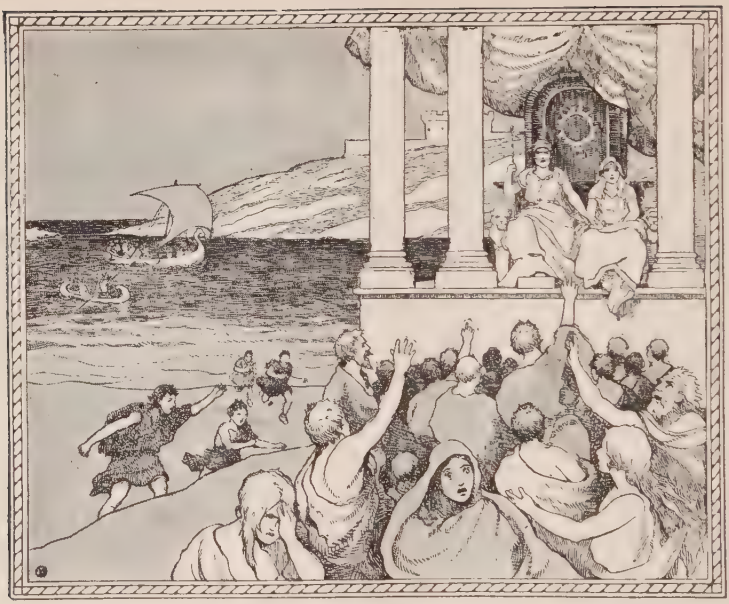
clāmō	vincō	capiō	stō
conclāmō	victor	accipiō	circumstō
clāmor	invictus	excipiō	praestō
		captīvus	

654. Answer in Latin:

1. Cūr difficile erat Medūsam interficere?
2. Quō modō Perseus ā cēterīs Gorgonibus fūgit?
3. Quō Perseus ā terrā Gorgonum volāvit?
4. Quis deum maris offenderat?
5. Quid Neptūnus fēcit?
6. Quid mōnstrum cotīdiē fēcit?
7. Cūr Cēpheus imperāta ōrāculī facere cōnstituit?

655. Proceed as in previous exercises:

1. Post longum tempus Medūsa ā *Perseō* reperta est. 2. Perseus ad terram Gorgonum ā *rēge* missus est. 3. Postquam Medūsa interfecta est, terra Gorgonum ā Perseō celeriter relicta est. 4. Bellum ā *cōnsulibus* gestum est. 5. Equī albī *victōrēs* per viās Rōmae vexērunt. 6. Ā *socīīs* benignē exceptī sumus. 7. Portae oppidī clausae sunt. 8. Hieme propter undārum altitūdinem difficile erat Rōmānōs nāvigāre in marī; aestāte hae difficultātēs eōs nōn terrēbant. 9. Inopia pecūniae cupiditātem praedae auxerat. 10. Quod sē exercuerant, mīlitēs cum difficultāte spīrābant.



CEPHEUS AND CASSIOPEIA LISTEN TO THEIR FRIGHTENED PEOPLE

LESSON 63

THE CRIME OF CASSIOPEIA

The sea monster had been sent because Cassiopeia, wife of Cepheus, had boasted that she was more beautiful than the sea-nymphs. The nymphs and Neptune were offended by her words.

Give all possible forms of **illī, marī, deī, mōnstrī; agrōs, mōs; fēminīs, mātris, maris, dīcis.**

656. Antīquīs temporibus deī et deae ob injūriās dē hominibus supplicium sūmēbant.[1] Quondam superbia mulieris ūnīus erat causa dolōris et supplicī tōtīus [2] gentis.

Cassiopēia, uxor Cēpheī, suam pulchritūdinem iterum atque iterum laudāverat. "Sum pulchrior,[3]" dīcēbat,

"quam omnēs aliae mulierēs. Sum pulchrior quam ūlla dea. Sum pulchrior quam nymphae maris."

Haec verba ā Neptūnō, deō maris, audīta sunt. Illī deō [4] nymphae maris maximē cārae erant. Itaque deus dē Cassiopēiā et gente Cēpheī supplicium sūmere parāvit. Cotīdiē mōnstrum ē marī in agrōs Cēpheī mīsit. Ab hōc mōnstrō et agrī vāstātī [5] et hominēs interfectī sunt.

Cīvēs timōre commōtī [6] auxilium ā rēge petīvērunt. Ille, ut erat mōs antīquōrum, ōrāculum cōnsuluit. Ōrāculum ita respondit: "Andromedam, fīliam tuam, mōnstrō dare necesse est. Hōc modō cīvēs et patria ex tantō perīculō extrahentur."

Ubi māter misera respōnsum ōrāculī audīvit, multās lacrimās effūdit. Nōn jam illa superba erat ob pulchritūdinem. "Ego ipsa vītam meam dare dēbeō," dīxit. "Heu mē miseram! [7] Mea est culpa. Poenam ipsa pendam." Andromeda autem dīxit: "Ego perīre (*to perish*) parāta sum. Sī ego ā mōnstrō interficiar, vōs servābiminī. Prō vōbīs et patriā vītam meam dare dēbeō. Libenter imperātum ōrāculī faciam."

657. Notes

1. **Dē . . . supplicium sūmēbant**, *inflicted punishment on* (lit. *took punishment from*).

2. **Tōtīus** is genitive singular of **tōtus**, like **illīus**.

3. **Pulchrior**, *more beautiful*; **quam** used with an adjective in the comparative degree means *than*. Observe that the comparative ending **-ior** is found in *inferior* and *superior*.

4. What case must **illī deō** be? What does the group tell? Can it be the indirect object? How is it used? Compare with **Hoc cōnsilium Perseō nōn grātum erat**.

5. Supply **sunt** with **vāstātī**.

6. The group **timōre commōtī** is typical of many which you will meet. It consists of a perfect passive participle in the nominative plural, agreeing with the subject **cīvēs** and in turn modified by a noun in the *ablative* case.

7. **Heu mē miseram**, *oh, poor me*! **Mē miseram** is accusative case, in an exclamation.

658. Vocabulary

New Word	Related Word	Meaning
injūria, -ae, *f.*	injury	(Meaning?)
sūmō, -ere, sūmpsī, sūmptus	consume	*take, take up*
superbia, -ae, *f.*	*superbus*	*pride*
uxor, -ōris, *f.*		*wife*
pulchritūdō, -inis, *f.*	*pulcher*	*beauty*
ūllus, -a, -um	*nōn* + *ūllus* = *nūllus*	*any*
nympha, -ae, *f.*	nymph	(Meaning?)
cōnsulō, -ere, -uī, -tus	consult	(Meaning?)
effundō, -ere, -fūdī, -fūsus	*ex* + *fundō*	*pour out, shed*
culpa, -ae, *f.*	*culpō*	(Meaning?)
pendō, -ere, pependī, pēnsus		*weigh, pay*

659. Application of Latin to English

1. Explain the meaning of the italicized words:

a. The color was that of the *aquamarine*.
b. His actions showed that he was the *culprit*.
c. His conduct was highly *presumptuous*.

2. Think of as many derivatives as you can from **vertere**, *to turn*. Use both the present base **vert-** and the participial stem **vers-**. Try the prefixes *ab-*, *ad-*, *con-*, *contra-*, *di-* (*dis-*), *in-*, *ob-*, *per-*, *re-*, *sub-*, *trans-*. After thinking of all you can independ-

ently, consult the dictionary and add others. Note the idea of *turning* which is obvious in most of them.

3. **Pendere** meant originally *to weigh*, but since the value of money was originally estimated by weight, it came to mean *to pay*. To dis*pense* justice meant to weigh it out, then to deal it out. To ex*pend* money meant to weigh it out, then to pay it. Com*pens*ation for injuries is a payment or return equal to (*con-*) the original loss. To recom*pense* a person for his services is to pay him back (*re-*). *Pens*ion meant originally a payment, and is now used with that meaning in a special sense. A sti*pend* is a sum of money paid for services.

CONTROVERSY

4. French *frère* is from Latin **frāter** and means *brother*. What do you think is the meaning of *mère, père, lune, mort, pont, porte,* and *premier*?

5. Why is *remittance* spelled with two *t's*, *remission* with two *s's*, and *repetition* with one *p*?

6. Give the Latin suffixes appearing in the following English words and give their meanings: *lachrymose, injury, injurious, humanity, resumption, protractor.*

Drill and Review

660. Decline in the singular **potestās, fortitūdō,** and **homō.**

661. Conjugate **sūmō** in the tenses based on the present stem; **cōnsulō** in the perfect active; **vincō** in the perfect passive.

662. Give the genitive plural of **cīvis**, **hostis**, and **urbs**; the ablative singular of **mare** and **ignis**. What name is given to this class of nouns? What is their peculiarity?

663. How are means and agent expressed in Latin? Translate the following sentences:

1. They were aroused by injuries. 2. We were sent by the commander. 3. She was welcomed by that lady. 4. War has been waged by our leaders. 5. It was destroyed by fire. 6. You have been sought by us. 7. What was being done by you yesterday? 8. Those words were said by him. 9. The city was saved by its walls.

664. Answer in Latin:

1. Cūr deī supplicia dē hominibus sūmēbant?
2. Quae fēmina ōlim causa dolōris erat?
3. Quibus verbīs Cassiopēia sē laudābat?
4. Ā quō verba eius audīta sunt?

665. The following sentences contain celebrated sayings of famous Greeks and Romans. Read and translate each:

1. Agēsilāus, prīnceps Spartānus, fortitūdinem cīvium suōrum ita laudāvit: "Haec sunt moenia Spartae." 2. Agis, clārus dux Graecōrum, ōlim mūrōs altōs Corinthī spectābat. "Quārum fēminārum," quaesīvit, "haec urbs est?" 3. Caesar victōriam suam hīs verbīs nūntiāvit: "Vēnī, vīdī, vīcī." 4. Rēx antīquus ōlim dīxit: "Meī cīvēs numquam rogāvērunt, 'Quot sunt hostēs?' sed 'Ubi sunt hostēs?'" 5. Hostis ante pugnam mīlitī Spartānō dīxit: "Hodiē sōlem ob magnum numerum sagittārum nōn vidēbitis." "In umbrā igitur pugnābimus," respondit Spartānus. 6. Forte Lentulus, gener (*son-in-law*) Cicerōnis et homō parvus, gladium magnum gerēbat. Cicerō eum vīdit. "Quis," quaesīvit Cicerō, "generum meum ad illum gladium ligāvit (*bound*)?"

LESSON 64

PERSEUS ARRIVES OPPORTUNELY

Tell the story of Perseus as thus far related.

Give all possible forms of **marī, amīcī, eī, mihi, mīlitī; tempore, mare, habēre; potestās, lacrimās.**

666. Nunc tempus sacrificī [1] vēnit. Andromeda, virgō fortis,[2] ad lītus ducta est et ad rūpem vīncta. Cēpheus et Cassiopēia adsunt. Nōn procul ab eīs sedent amīcī et comitēs eōrum. Omnēs spectātōrēs fātum grave [3] Andromedae dēplōrābant nec lacrimās tenēbant.

At subitō, dum mōnstrum exspectant, Perseus pervēnit; at ubi lacrimās spectātōrum vīdit, causam dolōris quaesīvit. Statim imperium ōrāculī eī nārrātum est et puella ad rūpem vīncta [4] mōnstrāta est. Dum haec geruntur, fremitus [5] horribilis audītur; brevī tempore [6] mōnstrum ingēns procul in marī vidētur. "Heu! Heu! Puellam miseram!" [7] clāmant omnēs.[8] Interim mōnstrum ad lītus magnā celeritāte properāvit, jamque ad locum appropinquābat ubi puella stābat.

Tum Perseus ad rēgem et rēgīnam appropinquāvit et dīxit: "Ego sum Perseus, fīlius Jovis. Fortis sum nec ab illō mōnstrō terreor. Mōnstrum interficiam et Andromedam ex perīculō extraham." Hoc auxilium pater et māter Andromedae libenter accēpērunt.

Itaque juvenis fortis gladium suum ēdūxit, et postquam

tālāria induit,[9] in āera volāvit. Post breve tempus dēsuper in mōnstrum impetum [10] fēcit, et gladiō suō collum eius graviter vulnerāvit.

667. Notes

1. Do not translate this genitive by *of*.

2. This is an adjective of the third declension, for there are adjectives of this declension in Latin, just as there are adjectives of the first and second declensions.

3. **Grave** is an adjective of the third declension modifying **fātum**.

4. The group **ad rūpem vīncta** is similar to **timōre commōtī** in Lesson 63. In what respect do the groups differ?

5. **Fremitus**, *noise*; a noun of the fourth declension, nominative singular.

6. What idea does **brevī tempore** express? What is the case? Since **brevī** ends in **-ī**, to what declension must it belong and what kind of stem must it have?

7. See section 657, note 7.

8. **Omnēs** is an adjective of the third declension used substantively.

9. In translating the *perfect* tense after **postquam, ubi,** and **simul ac,** the *past perfect* will frequently sound more natural in English.

10. **Impetum**, *attack*; accusative of the fourth declension.

668. Adjectives of the Third Declension

Adjectives of the first and second declensions have three terminations, that is, they have a different form in the nominative singular for each gender: as, **bonus, bona, bonum**. A few adjectives of the third declension have three terminations likewise: as, **ācer, ācris, ācre**, *sharp*; but the adjectives of the third declension which you will most frequently meet

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have but two terminations, that is, they have one termination in the nominative singular for the masculine and feminine genders, and one for the neuter gender: as, **omnis, omne,** *all.* Some have but one termination in the nominative singular for all three genders: as, **ingēns,** *huge.*

Examine carefully the declension of **omnis, omne,** *all,* given in the Appendix, page 13, and state what points you observe that will assist you to learn the declension.*

You should have noted the following points:

1. The masculine, feminine, and neuter are alike except in the nominative and accusative cases.

2. The case endings are the same as those of the nouns of the third declension except in the ablative singular, the genitive plural, the neuter nominative and accusative plural, and (sometimes) the masculine and feminine accusative plural.

3. The ablative singular ends in **-ī**; the genitive plural in **-ium**; the neuter nominative and accusative plural in **-ia**; and the masculine and feminine accusative plural may end in **-īs**. They are **i**-stem adjectives.

4. Some of these peculiarities have already been met in certain nouns, which are also **i**-stems.

Learn thoroughly the declension of **omnis.** Give particular attention to the ablative singular. Why?

669. Neuter *i*-Stem Nouns

Mare, *sea,* and **insigne,** *banner,* are **i**-stem nouns of the third declension. They are neuter gender and are declined exactly like the neuter of **omnis.** Decline each. Verify your work in the Appendix, page 11.

670. Masculine and Feminine *i*-Stem Nouns

You have already noticed that certain masculine and feminine nouns of the third declension (called **i**-stem nouns)

* To the Teacher. It is suggested that the points brought out be developed in class through a study of this declension as given in the Appendix.

have **-ium** in the genitive plural instead of **-um**. This is the only special point about these nouns that you need to know thoroughly. Give the genitive plural of **hostis, cīvis, aedēs, urbs, mōns, pōns, ignis, adulēscēns, gēns, caedēs, arx, pars, fīnis, fōns, turris, nāvis, orbis, īnfāns.**

It may help you to note that these words consist of the following classes:

1. Nouns ending in **-is** or **-ēs** in the nominative singular, with the same number of syllables in the genitive singular as in the nominative: as, **hostis**, gen. **hostis** (but not **mīles**, gen. **mīlitis**).

a. The ablative singular of some of these words occasionally ends in **-ī** instead of **e** (like **i**-stem adjectives): as, **ignī.**

2. One-syllable words (monosyllables) ending in **-s** preceded by a consonant: as, **mōns, pōns, gēns, urbs.**

a. The accusative plural of both classes *may* end in **-īs** instead of **ēs** (like **i**-stem adjectives): as, **urbīs, fīnīs.**

671. Vocabulary

New Word	Related Word	Meaning
fortis, -e	*fortitūdō*	*brave, strong*
rūpēs, rūpis, *f.*		*rock, cliff*
vinciō, vincīre, vīnxī, vīnctus	*vinculum*	*bind*
comes, comitis, *m. or f.*		*companion*
omnis, omne	omniscient	*all*
fātum, -ī, *n.*	fate	(Meaning?)
gravis, grave	gravity	*heavy*
dēplōrō, -āre, -āvī, -ātus	deplore	(Meaning?)
perveniō, pervenīre, pervēnī, perventus	*per* + *veniō*	*arrive*
brevis, breve	brevity	(Meaning?)
horribilis, horribile	horrible	(Meaning?)
ingēns, ingentis *		*huge*

* The genitive singular of adjectives of one termination is given in the vocabularies.

New Word	Related Word	Meaning
celeritās, celeritātis, *f.*	celerity, *celeriter*	(Meaning?)
rēgīna, -ae, *f.*	*rēx*	*queen*
ēdūcō, ēdūcere, ēdūxī, eductus	*ex* + *dūcō*	*draw out, lead out*
dēsuper, *adv.*	*dē* + *super*	(Meaning?)
collum, -ī, *n.*	collar	*neck*
graviter, *adv.*	*gravis*	*severely*

672. Application of Latin to English

1. Explain the meaning of the italicized words:

a. The sufferings of the patient were *aggravated* by the noise
b. Here is a copy of Webster's *Unabridged* Dictionary.
c. The progress of the movement was greatly *accelerated.*
d. The two men sprang to their feet *simultaneously.*

2. **Omnis,** *all,* has already been noted in *omnibus,* which is the dative plural, meaning *for all.* An *omni*scient person is one who knows everything. God is described as *omni*potent and *omni*present, because He is all-powerful and everywhere present. An *omni*vorous reader devours everything.

THE *OMNIVOROUS* GOAT

3. Observe that in the words *brevity, gravity, dignity, timidity, cupidity,* etc. the suffix *-ty* is preceded by the vowel *i.* This is because it was *i* in the original Latin words, **brevitās, cupiditās,** etc. The vowel used in Latin is regularly preserved in English. Spell the English forms of **nōbilitās, antiquitās, celeritās, varietās, necessitās.**

4. Equations are called *simultaneous* when they are satisfied "at the same time" by the same values for the unknowns.

5. Why is *abbreviate* spelled with two *b's*, *aggravate* with two *g's*, and *accelerate* with two *c's*?

Drill and Review

673. Give the meaning of the following words:

atque	et	tamen	dum	habeō	līnus
itaque	at	tandem	tum	habitō	līnea
		autem			

674. Give the ablative singular, the genitive plural, and the nominative and accusative plural neuter of **fortis, omnis, gravis, brevis,** and **ingēns**. See the Appendix, page 13.

675. Decline **homō fortis, tempus breve, mōnstrum ingēns.**

676. Conjugate **perveniō** in the present, future, and perfect active; **ēdūcō** in the same tenses of the passive. Give the principal parts of **vincō** and **vinciō.**

677. Complete the following sentences:

1. In illō proeliō (*brave men*) cadēbant. 2. (*All the rivers*) prōvinciae nostrae in mare fluunt. 3. Domicilia (*of all the allies*) dēfendentur. 4. Oppidānī (*on all sides*) premuntur. 5. Dux (*the hard fate*) suōrum comitum dēplōrat. 6. Portae (*in a short time*) claudentur. 7. Omnēs (*by that huge monster*) territī erant.

678. Answer in Latin:

1. Ubi Andromeda vīncta est?
2. Quī prope mare aderant?
3. Quid spectātōrēs faciēbant?
4. Quid Perseō nārrātum est?
5. Quae puella eī mōnstrāta est?
6. Quid prīmum audītum est?
7. Quō mōnstrum properābat?

679. Translate:

1. Omnīs hostīs vīcit. 2. Oppida eōrum ignī dēlēta sunt. 3. Cīvīs suōs propter virtūtem laudāvit. 4. Per hōs montīs in prōvinciam vēnit. 5. Nāvīs postulāvit.

680. Proceed as in previous exercises:

1. Elephantus ingēns animal est; ingēns caput habet. 2. Omnia flūmina rīpās habent, et omnia maria lītora habent. 3. Paucī hominēs semper sunt fortēs. 4. Sōl ab omnibus hominibus vidētur. 5. Postquam Trōja capta est, victōrēs rēgī Priamō et cēterīs cīvibus mortem parāvērunt. Sed Helena in Graeciam reportāta est. 6. Ā Rōmānīs patria māter omnium cīvium appellāta est. 7. Adulēscentēs Rōmānī urbēs Graeciae et Asiae saepe vīsitābant. 8. Comitēs eius fātum grave dēplōrant; ipse fortis est et interritus. 9. Quod vesper aderat, et equitēs et mīlitēs in castrīs continēbantur. 10. Propter magnitūdinem perīculī gladiōs suōs strīnxērunt. 11. Quanta est lātitūdō illīus flūminis? 12. Lībertās omnibus hominibus cāra semper fuit. 13. Sī facultās mihi dabitur, turrem scandam, namque altitūdō eius mē nōn terret. 14. Fīnēs eōrum ad mare pertinent. 15. Tum prīnceps dīxit: "Tempus est captīvōs ad rēgem addūcere. Jubē eōs ligārī et prōdūcī." 16. Pater meus epistulam tuam servō permīsit. Servus ipse cum epistulā ā patre statim praemittētur. Quod timōre poenae indūcitur, ille ad tē magnā celeritāte curret.

PERSEUS LEADS ANDROMEDA HOME

LESSON 65

PERSEUS KILLS THE SEA MONSTER AND GAINS A WIFE

Tell the story of Perseus as thus far related.

Give all possible forms of **fortī, paucī, patrī, eī, mōnstrī; breve, lītore, dare, mare, sē, ille; gaudium, omnium, dōnum, hostium.**

681. Mōnstrum, ubi vulnus sēnsit, fremitum (*noise*) horribilem ēdidit, et sine morā corpus sub aquam mīsit.[1] Omnēs quī in lītore stābant clāmāvērunt; paucī auxilium audācī virō dare parātī erant. Perseus interim circum lītus volābat et reditum[2] mōnstrī exspectābat. Mare undique sanguine rubrum erat. Post breve tempus mōnstrum rūrsus appāruit; sed mox inter clāmōrēs spec-

tātōrum ācrium [3] gladiō Perseī gravius [4] vulnerātum est. Tum iterum sē in undās mīsit, neque posteā vīsum est.

Perseus,[5] postquam ad lītus dēscendit,[6] prīmum tālāria exuit.[7] Tum ad rūpem vēnit ubi Andromeda ligāta erat. Ea autem omnem spem [8] salūtis jam dēposuerat. Juvenis fortis vincula eius statim solvit et puellam patrī reddidit.

Cēpheus ob salūtem fīliae maximō gaudiō affectus est; atque maximum erat gaudium omnis gentis Cēpheī. Rēx prō tantō beneficiō grātiās Perseō ēgit. Praetereā Andromedam ipsam eī in mātrimōnium dedit. Ille libenter hoc dōnum accēpit. Paucōs annōs cum uxōre suā in eā regiōne habitābat et in magnō honōre erat apud omnīs Aethiopēs.

Magnopere tamen mātrem suam rūrsus vidēre cupiēbat. Tandem igitur cum uxōre suā ē rēgnō Cēpheī discessit.

682. Notes

1. **Mīsit**, *plunged*. Observe that **sub** takes the accusative.

2. **Reditum**, *return*; a noun of the fourth declension, with an ending for the accusative singular similar to that of the second declension.

3. For the inflection of **ācer, ācris, ācre**, an adjective of three terminations, see the Appendix, page 13. Observe that it is exactly like **omnis** except that it has a special form, **ācer**, for the nominative singular masculine.

4. **Gravius**, *more severely*; an adverb in the comparative degree, like **diūtius**. Observe the ending **-ius**.

5. When a noun like **Perseus** is the subject of both the main clause and a dependent clause, it is usually put first in Latin. It is more natural in English to put this noun into the dependent clause: as, "After Perseus, etc." In what order should **mōnstrum ubi** be translated in the first line?

6. What tense sounds best in translating **dēscendit**?

7. If **induō** means *put on*, what does **exuō** probably mean?

8. **Spem**, *hope*; a noun of the fifth declension, with an ending for the accusative singular similar to that of the third declension. To what verb is it related?

683. Place Ideas

Explain the difference in the ideas expressed by the following phrases occurring in the Latin story, and state how each idea is expressed:

sub aquam	ad lītus
in lītore	in eā regiōne
in undās	ē rēgnō

684. Vocabulary

New Word	Related Word	Meaning
sentiō, sentīre, sēnsī, sēnsus	sentiment	*feel, be aware of*
ēdō, ēdere, ēdidī, ēditus	edit, *ē* + *dō*	*give out, give forth*
audāx, audācis	audacious	*daring, bold, brave*
sanguis, sanguinis, *m.*	sanguinary	*blood*
ācer, ācris, ācre	acrid	*sharp, keen, eager*
dēscendō, dēscendere, dēscendī, dēscēnsus	descend, *ascendō*	(Meaning?)
ligō, -āre, -āvī, -ātus		*tie, bind*
dēpōnō, dēpōnere, dēposuī, dēpositus	depose	*set down, abandon*
solvō, solvere, solvī, solutus	solve	*loosen, unfasten*
reddō, reddere, reddidī, redditus	*red* + *dō*	*give back, restore*
afficiō, afficere, affēcī, affectus	affect, *ad* + *faciō*	*move, affect*
regiō, regiōnis, *f.*	region	(Meaning?)

685. Application of Latin to English

1. Explain the meaning of the italicized words:

a. It was impossible to reconcile the *dissentient* factions.
b. The dispute became *acrimonious.*
c. The defendant was *absolved* from all charges.
d. The battle was a *sanguinary* one.
e. He was filled with a *presentiment* of coming disaster.
f. The ambassador spoke on "The *Comity* of Nations."
g. If sinners entice thee, *consent* thou not.

2. What derivatives can you think of from **fortis**?

3. From **ligāre**, *to bind,* come several important English words. A *liga*ment serves to bind bones or organs of the body. A *liga*ture is a string for binding arteries to stop the flow of blood. To feel under ob*liga*tion is to feel bound by some favor. An ob*liga*tion is a duty which one is bound to perform. A *league* (through Italian) is an agreement between two or more nations binding them to assist each other. A person is *li*able for damage which he has done because he is bound by law to pay for it. This derivation should prevent you from confusing *liable* with *likely*; for example, "It is likely (*not* liable) to rain."

4. *Millennium* is one of the interesting derivatives from **annus**. When we speak today of the millennium, we mean some distant age when everything and everybody on earth will be perfect. Originally it contained no such idea, but meant "a thousand years," from **mīlle** (*thousand*) and **annus** (*a year*). But the Bible (Rev. xx, 6) predicts a glorious coming time which shall last a thousand years. Hence the word *millennium* came to mean any far-off period of perfect peace and happiness.

5. Why are *assent,* and *apparatus* spelled with doubled consonants? Explain the difference (in spelling and meaning) between *assent* and *ascent*; between *descent* and *dissent.*

Drill and Review

686. Decline **ācer cīvis, proelium ācre,** and **īdem homō.**

687. Conjugate **sentiō** in the active voice through the perfect; make a synopsis of **solvō** in the third singular active.

688. Complete the following sentences:

1. Proelium erit (*short but keen*). 2. Signum (*by the keen soldiers*) exspectātur. 3. (*All our friends*) nōbīscum (*a short time*) manēbunt. 4. Nāvēs ā lītore (*will be unfastened*). 5. Vulnus grave (*of the javelin*) sentiēbātur. 6. Omnēs captīvī ex vinculīs (*were loosened and set free*).

689. Read and translate:

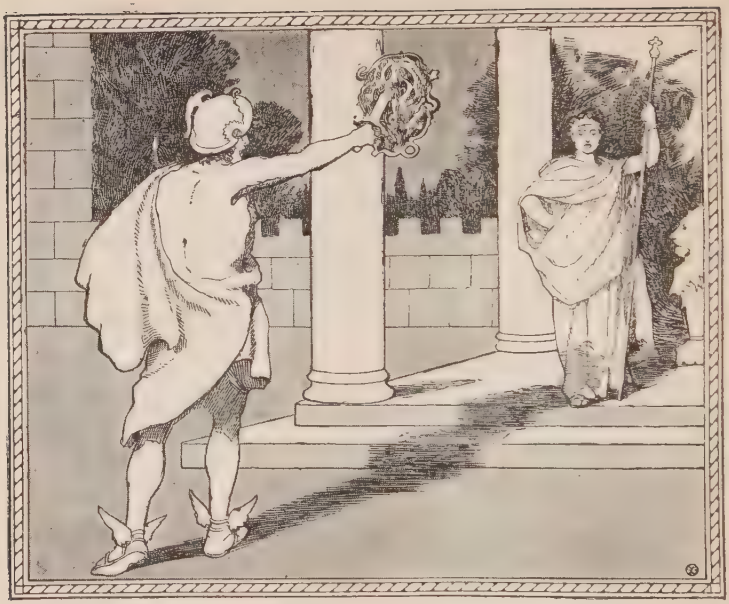
1. Deīs grātiae agī dēbent. 2. Orātiōnem ab omnibus audīrī cupīvit. 3. Vehī in equīs puerīs et puellīs grātum est. 4. Hoc dīcī nōn dēbet. 5. Imperātor supplicium dē hostibus sūmī jubēbit.

690. Write in Latin:

1. Stones ought not to be thrown by the boys. 2. The leader ordered peace to be sought. 3. The words of old men ought to be heard by us. 4. It is necessary for all boys to be in school daily.

691. Proceed as in previous exercises:

1. Perseus nōn ob cupiditātem glōriae cum mōnstrō pugnāvit, sed quod fīliam rēgīnae ā morte servārī cupīvit. 2. Ex fātō horribilī Andromedam servāvit; nam grave erat perīculum illīus virginis. 3. Perseus neque comitem neque auxilium habuit. Sōlus et gladiō armātus mōnstrum ingēns oppugnāvit. 4. Brevis erat pugna; nam mōnstrum, simul ac vulnus sēnsit, in undās altās magnā celeritāte sē mīsit. 5. Ālīs Perseus in āera ascendit et dē āere dēscendit. 6. Omnēs sanguinem in undīs vīdērunt. Sine dubiō mōnstrum ā Perseō graviter vulnerātum erat. 7. Simul ac vir fortis ad lītus pervēnit, Andromeda ex vinculīs solūta est. 8. Pater eius et māter et omnēs comitēs Perseō grātiās ēgērunt.



POLYDECTES IS TURNED INTO STONE

LESSON 66

THE DEATH OF POLYDECTES AND ACRISIUS

Give all possible forms of **forte, certē, ipse, ante, terrōre, ācre; multī, brevī, mātrī; tempus, salūs, Perseus.**

692. Postquam Perseus cum uxōre suā nāvem ad īnsulam Serīphum appulit, ad locum contendit ubi māter ōlim habitāverat.[1] Sed aedēs erant vacuae et omnīnō dēsertae. Breve tempus Perseus per omnem īnsulam mātrem quaerēbat. Tandem ad templum Diānae pervēnit. Hūc Danaē fūgerat, quod Polydectem timēbat.

Perseus, ubi[2] timōrem mātris et causam fugae cognōvit,

īrā magnā commōtus est et in animō dē Polydecte supplicium sūmere habuit. Ad rēgiam Polydectis sine morā contendit, et, ubi eō vēnit, statim in ātrium inrūpit. Polydectēs magnopere territus est et ex ātriō fūgit. Dum tamen ille fugit, Perseus caput Medūsae mōnstrāvit. Simul ac rēx hoc vīdit, in saxum versus est.

Post haec Perseus cum uxōre suā ad urbem Ācrisī pervēnit. Ille autem, ubi [3] Perseum vīdit, magnō terrōre commōtus est; nam propter ōrāculum [4] nepōtem suum adhūc timēbat. Igitur ad urbem Lārissam statim fūgit. Frūstrā tamen; neque enim hōc modō fātum suum vītāvit.

Post paucōs annōs rēx Lārissae lūdōs [5] magnōs fēcit. Multī ex omnibus urbibus Graeciae ad lūdōs convēnērunt. Perseus ipse ad lūdōs vēnit et certāmen discōrum iniit.[6] At dum discum jacit, avum suum cāsū [7] interfēcit; Acrisius enim forte inter spectātōrēs stābat.[8]

693. Notes

1. See section 617.

2. In what order should **Perseus ubi** be translated?

3. It is not good English to say "*He*, however, when *he*." How can you avoid this?

4. What had the oracle predicted?

5. **Lūdōs**, *games, spectacles*. This noun is used not only of a school but also of athletic contests and of shows in the arena.

6. **Iniit**, *entered*.

7. **Cāsū**, *by chance*. What other word means the same?

8. Try to think of a more natural English expression than the literal translation of **forte stābat**.

694. Some Important Adverbs of Place to be Carefully Distinguished

Adverbs of place are used with more accuracy in Latin than in English, and when they are fully understood they throw much light upon the general meaning of sentences which they introduce.

eō, *thither, to that place,* with a verb of motion; someone *is going to* a place previously mentioned.
inde, *thence, from that place,* with a verb of motion; someone *is going from* a place previously mentioned.
ibi, *there, at that place,* with a verb of rest; someone *is,* or *does something, at* a place previously mentioned.

hūc, *hither, to this place,* with a verb of motion.
hinc, *hence, from this place,* with a verb of motion.
hīc, *here, at this place,* with a verb of rest.

quō, *whither? to what place?* with a verb of motion.
unde, *whence? from what place?* with a verb of motion.
ubi, *where, at which place,* with a verb of rest.

hinc, *from this place* **hīc**, *here* **hūc**, *to this place*

695. Vocabulary

New Word	Meaning
appellō, appellere, appulī, appulsus	*drive, direct*
contendō, contendere, contendī, contentus	*hasten*

New Word	Related Word	Meaning
vacuus, -a, -um	vacuum	*empty*
omnīnō, *adv.*	*omnis*	*wholly*
dēsertus, -a, -um	deserted	(Meaning?)
hūc, *adv.*		*hither, to this place*
cognōscō, cognōscere, cognōvī, cognitus	*agnōscō*	*learn, know*
rēgia, -ae, *f.*	*rēx*	*palace*
eō, *adv.*		*thither, to that place*
inrumpō, inrumpere, inrūpī, inruptus	*in* + *rumpō*	*burst into*
conveniō, convenīre, convēnī, conventus	convention, *con* + *veniō*	*come together, assemble*
discus, -ī, *m.*	discus	(Meaning?)

696. Application of Latin to English

1. Explain the meaning of the italicized words:

a. The enemy *evacuated* the town.
b. No *solution* of the mystery has yet been reached.
c. The president was accused of *nepotism* in his appointments.

2. The words *hither, thither, whither; hence, thence, whence,* were once in common use. Today we ordinarily say "Come *here*," "*Where* are you going?" and "He went *there*," whereas the correct forms with verbs expressing motion should be, respectively, *hither, whither,* and *thither.* These words are in our literature and every educated person should have a keen sense of their meaning. In translating **eō, quō,** and **hūc,** practice using the exact English equivalent, even if you change it later to a more usual form of expression. In this way you will develop an accurate feeling for the meaning of these words.

3. **Jacere,** *to throw,* appears in several grammatical terms. An inter*ject*ion is a word thrown between other elements of a

sentence without having grammatical connection with them. An ad*ject*ive is a word thrown to, or added to, a noun; that is, modifying it.

4. Give the Latin heteronym of the Anglo-Saxon *downcast.*

Drill and Review

697. Decline **regiō dēserta** and **gravis discus eius.**

698. Give the principal parts and stems of **cognōscō,** and conjugate this verb in the present and perfect active indicative. Give its present infinitive passive.

699. What case is used in Latin to express the idea of accompaniment? to express the idea of place from which?

700. Read and translate:

1. Quō curritis? 2. Unde vēnistī? 3. Eō contendērunt. 4. Quō vādis? 5. Ibi sē dēfendent. 6. Ubi illī cecidērunt?

701. Read in Latin the following paragraph about the Vestal Virgins, who were attendants in the temple of Vesta, and then tell all you can in English about them:

Aenēās, ut poētae antīquī nārrāvērunt, sēcum ex ruīnīs Trōjae ignem sacrum (*sacred*) cīvitātis Rōmānae vexerat. Hic ignis posteā in templō Vestae servābātur; nam Vesta dea ignis et focī ā Rōmānīs adōrābātur. Quod praesidium maximum Rōmānīs hōc ignī praebēbātur, necesse erat ignem magnā dīligentiā semper servārī. Vestālēs virginēs ignem Vestae cūrābant et servābant. Ignem Vestae servāre summus honor erat; multae puellae Rōmānae hoc officium cupiēbant. Trīgintā annōs Vestālēs in ātriō Vestae habitābant. Per decem annōs Vestālēs docēbantur; deinde decem annōs ignem servābant; dēnique Vestālēs novās decem annōs docēbant. Magna erat dignitās et potestās Vestālium. Grave erat supplicium eārum quae (*who*) fīdae nōn erant. Mōs erat Vestālēs ā pontifice maximō (*the Pontifex Maximus*) nōminārī. Puellae sex annōrum saepe nōminātae sunt. Post trīgintā annōs Vestālēs ātrium Vestae relinquēbant et domicilia sua petēbant.

702. Review Word List 11, in the Appendix, page 8.

LESSON 67

THE PATRIOTISM OF DECIUS

The readiness of the Roman to give his life for his country is illustrated by the story of Decius. He was a consul at a time when the Romans were at war with the Latins. A battle was about to take place, and the leaders of the Roman army had been advised that the side would win which suffered the death of its leader. Decius promptly vowed that he would give his life. He rushed alone into the midst of the ranks of the enemy, by whom he was soon slain.*

Give all possible forms of **certē, mē, breve, mare, honōre; omnia, audāciā, victōria, proelia.**

703. Rōmānī cum Latīnīs, gente fīnitimā, bellum gerēbant. Ante proelium antīquō mōre[1] Rōmānōrum prīncipēs sacrificia fēcērunt.[2] Omina autem esse[3] adversa repperērunt. Deōs esse adversōs crēdidērunt; itaque ōrāculum cōnsuluērunt: "Quō[4] modō," rogāvērunt, "īra deōrum ā nōbīs āvertētur et victōria reportābitur?" "Victōriam certē[5] reportābitis," breviter[5] respondit ōrāculum, "sī mīles ex cōpiīs vestrīs prīmus in proeliō interficiētur."

Tum Decius, ūnus ex cōnsulibus, ā deīs auxilium hīs verbīs petīvit: "Jāne,[6] Juppiter, pater Mārs et vōs, deī deaeque, quī[7] (*who*) hanc urbem cūrātis, prō patriā et legiōnibus mortī mē nunc voveō."

Ubi haec dīxit, prīmum[8] dīligenter sē armāvit. Deinde in equum ascendit et sōlus in mediōs hostīs equitāvit.

* The story of Decius is told in Harding's "The City of the Seven Hills," pp. 113–114.

Hostēs prīmō audāciā [9] virī stupuērunt. Quōcumque in equō Decius vectus est, hostēs in eum tēla jēcērunt; tum ob timōrem [10] equitis audācis ex eō locō fūgērunt. Nōn diū tamen vir tantae audāciae fātum suum vītāvit. Brevī tempore multīs tēlīs vulnerātus [11] cecidit. Intereā, quod

DECIUS FALLEN IN BATTLE

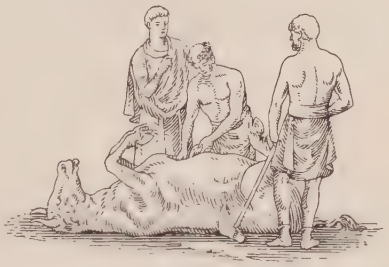
hostēs omnēs in partēs per agrōs fugiēbant, Rōmānī proelium renovābant. Mox omnēs Latīnī in fugam conjectī sunt.

Sīc morte ūnīus [12] virī servātī [11] omnēs Rōmānī maximō gaudiō affectī sunt. Decius ipse propriam mercēdem (*reward*) virtūtis accēpit; nam Rōmānī hōc factō commōtī [11] eī magnum honōrem posteā tribuērunt.

704. **Notes**

1. **Antiquō mōre**, *according to the ancient custom.*

2. In ancient Rome there was a class of soothsayers (**haruspicēs**), who claimed to be able to determine the will of the gods by an examination of the liver, heart, and lungs of a victim that had been sacrificed. Generals and consuls often consulted these persons before a war or a battle. If the omens, as interpreted by the haruspices, were unfavorable, the Romans hesitated to engage in a new enterprise.



HARUSPEX

3. What usage of the infinitive is this (§ 469, n. 8)? Translate the infinitive clause in two ways.

4. Does **quō** introduce an independent or a dependent clause? What kind of pronoun is it?

5. **Certē**, *certainly*, and **breviter**, *briefly*, are adverbs formed from the adjectives **certus**, *certain*, and **brevis**, *brief*.

6. Janus, the god of beginnings, was invoked at the beginning of wars. During the progress of a war the doors of the temple of Janus were always open; in peace they were kept closed. The devotion of the Roman nation to warfare is shown by the fact that only once were the doors closed in the six hundred and odd years from Numa to Augustus.

7. Does **quī** introduce an independent or a subordinate clause? What kind of pronoun is it?

8. **Prīmum**, *first*, and **prīmō**, *at first*, are adverbs of similar meaning.

9. **Audāciā**, *because of the boldness*, is ablative of cause.

10. What other way of expressing cause have you here?

11. The group **multīs tēlīs vulnerātus** is similar to other groups that you have met. It consists of a perfect passive participle in the nominative singular, agreeing with the subject (understood) of **cecidit** and itself modified by an ablative phrase. You will meet two other similar groups in the remainder of this story.

12. **Ūnīus** is the genitive singular of **ūnus**. Several adjectives of the first and second declensions have a genitive and dative singular with the same endings as **ille**.

705. The Formation of Adverbs from Adjectives

Adverbs are formed from adjectives of the first and second declensions by the addition of **-ē** to the base of the adjective: as, **certus, certē**; and from adjectives of the third declension by the addition of **-iter** to the base: as, **brevis, breviter.** By the *base* is meant that part of the adjective which is unchanged in the inflection of the word; it is the part to which the endings for the several cases are added.

Most adjectives of one ending add **-ter** to the base: as, **dīligenter,** from **dīligēns,** *diligent.*

Some adverbs are the accusative or ablative singular neuter of the adjectives: as, **prīmum,** *first*; **prīmō,** *at first*; **facile,** *easily.*

Give the meaning of the following adverbs derived from adjectives of the third declension:

celeriter	fortiter	ferōciter
graviter	fēlīciter	audācter

706. Participles in English

Both in English and in Latin there are forms of the verb called *participles.* You already know that the third principal part of English verbs is a participle (past) and that the fourth principal part of Latin verbs is a participle (perfect

passive). You have met and used participles repeatedly in English.

The following sentences contain participles:

a. He was a *leading* citizen of the town.

Leading is a form of the verb *lead*, but it is here used as an adjective, describing and modifying *citizen* like any adjective. Forms of the verbs which are *adjectives* are called participles in both English and Latin. *Leading* is a present (active) participle. Observe that it ends in *-ing*.

Note that in the sentence "He was leading the soldiers," *leading* is not an adjective but part of the verb, forming a *progressive tense*.

b. The officer, *seeing* the danger, shouted a warning.

Seeing, in this sentence, is the present (active) participle of *see*. It cannot be a verb with *officer* as its subject, for in that case the form of *see* needed would be *saw* or *was seeing*. *Seeing* takes an object, *danger*, and it is to that extent a verb. It is, therefore, a verbal adjective, or *participle*.

✓**707.** There are in English four participles. They are illustrated in the following sentences:

1. The boy, *seizing* the oars, rowed as hard as he could.

Here *seizing* is a *present* (*active*) *participle*, formed from the verb *seize*. It is an adjective and modifies the subject, *boy*, but it is also a *verb* taking a direct object, *oars*.

2. *Being requested* to leave, we did so promptly.

Here *being requested* is a *present* (*passive*) *participle*, modifying the subject, *we*; but it also partakes of the nature of a verb in having *voice*.

3. *Having abandoned* all hope, he gave up the search.

Here *having abandoned* is a *perfect* or *past* (*active*) *participle*, formed from the verb *abandon*. It is an adjective modifying

the subject, *he*; but it is also a verb taking a direct object, *hope*. Explain the participle in "*Having heard* the news, we returned."

4. *Having been ordered* to deliver the message, he obeyed.

Here *having been ordered* is a *perfect (passive) participle*, modifying the subject, *he*, and having voice like a verb.

The past participle is commonly used in a simple form without *having been*: as, "*Defeated and discouraged*, the enemy surrendered." Here *defeated* and *discouraged* are *perfect (passive) participles*, equivalent to the longer forms *having been defeated* and *having been discouraged*. In translating a Latin perfect passive participle the simple form without *having been* should normally be used.

The derivation of *participle* will help you to remember the double nature of participles, which is very important in Latin. It is derived from **pars**, *part*, and **capere**, *take*, and the participle is so called because, although it is a form of the verb, it "partakes" of the nature of an adjective.

√ 708. Participles in Latin

Latin lacks the *present passive* and the *perfect active* participles. Thus, there are no Latin forms corresponding exactly to *being requested* and *having abandoned* in the second and third examples given above.

The last principal part of most verbs, as you know, is the perfect passive participle, and this is the most important of the Latin participles. Give the full and short meanings of **laudātus, victus, commōtus, servātus, ductus.**

The most common use of this participle is to form the perfect, past perfect, and future perfect tenses of the passive voice with some form of the verb **sum.**

You have, however, met the perfect passive participle a number of times when it was not part of the verb, but was

used as the corresponding English participle is used in the fourth example above.

Translate again the following sentences which have occurred in your reading, and explain how each italicized participle is used:

1. Senātōrēs īnsignibus *ōrnātī* in forō sedēbant.
2. Sunt captīvī ex Galliā et Britanniā *ductī* et in lūdō exercitātī.
3. Cīvēs timōre *commōtī* auxilium ā rēge petīvērunt.
4. Puella ad rūpem *vīncta* mōnstrāta est.

Translate again the sentences in the Latin story of this lesson that are referred to in note 11.

The most important point to remember about a participle in Latin is that it is an *adjective* and that consequently it agrees in gender, number, and case with some noun or pronoun. When the participle forms part of the verb, it naturally agrees with the subject. When it does not form part of the verb, it frequently agrees with the subject, as in the Latin examples given above. You will find it used also with the accusative and other cases.

The perfect passive participle is an adjective of the first and second declensions and is declined like **bonus**. Later on in your study you will meet the other Latin participles.

709. Vocabulary

New Word	Related Word	Meaning
fīnitimus, -a, -um	*fīnis*	*neighboring*
ōmen, ōminis, *n.*	omen	(Meaning?)
crēdō, crēdere, crēdidī, crēditus	credible	*believe*
āvertō, āvertere, āvertī, āversus	avert, *ab* + *vertō*	(Meaning?)
quōcumque, *adv.*		*in whatever direction*
audāx, audācis	audacious, *audācia*	*bold, brave*

New Word	Related Word	Meaning
intereā, *adv.*	*inter*	*meanwhile*
renovō, -āre, -āvī, -ātus	*re* + *novus*	(Meaning?)
proprius, -a, -um	appropriate	*one's own, fitting*
tribuō, tribuere, tribuī, tribūtus	contribute	*give, grant, bestow*

710. Application of Latin to English

1. Explain the meaning of the italicized words:

a. He displayed an unconquerable *aversion* to snakes.
b. The words of the old man had an *oracular* sound.
c. The young man is totally *irresponsible*.
d. Swift *retribution* followed the offense.
e. The boy *appropriated* his brother's possessions.

2. The importance which the Romans attached to omens is seen in many derivatives which reflect their point of view. When we say that a meeting begins "under happy auspices," we are referring to the practice of the Roman augur, who watched for omens in connection with any new enterprise to find out the will of the gods. An "auspicious beginning" is one with favorable omens, while an "inauspicious happening" is one indicating that the omens are unfavorable. When we speak of "inaugurating a president," we are using a term which refers to a ceremony conducted by the ancient **augur**, whose duty it was at the beginning of any public enterprise to consult the sacred books or watch for omens. The same idea is found in the expressions "of

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happy augury" and "this augurs well." An "ominous calm" is one in which we find an omen foreshadowing the coming storm. An "ill-omened" name is one that suggests a coming misfortune. An "abominable" sight is one that causes us to turn away from it (*ab-*) as from an evil omen.

3. Indicate why the participles in the following sentences are incorrectly used, and recast each sentence so as to make it correct:

a. Flying in an aëroplane, the building looked small.
b. Being a wet day, we skidded badly.
c. Walking along the street, a strange sight met our eyes.
d. Entering the harbor, a large statue was visible.

Drill and Review

711. Give the meaning of the following words:

ōrāre	perspicere	spectāre	imperāre
ōrātor	īnspicere	exspectāre	imperātor
ōrātiō	speculum	spectātor	imperātum
ōrāculum		spectāculum	imperium

712. Decline **is prīnceps audāx** and **illud factum audāx.**

713. Conjugate **āvertō** in the perfect active and passive.

714. How are adverbs formed?

715. Give the fourth principal part of the verbs in section 637. Conjugate the past progressive and future of **sum.**

716. Review the meanings of **et . . . et, neque . . . neque, nōn sōlum . . . sed etiam, aut . . . aut.** Then express in Latin:

1. Not only men but also leaders fell in that battle. 2. Caesar praised the boldness of both the legions and the allies. 3. He sent a letter neither to his father nor to his mother. 4. Those bold men desired either death or a victory.

717. Read and translate, keeping in mind the various ways of expressing cause:

1. Hāc dē causā bellum ab eīs renovātum erat. 2. Ob illam causam et peditēs et equitēs conveniēbant. 3. Propter multās

causās Gallī bellum gerere in animō diū habuerant. 4. Multīs dē causīs ea regiō erat vacua. 5. Vulneribus dēfessī erāmus; tamen cupiditāte glōriae commovēbāmur. 6. Propter injūriās eō vēnērunt et subsidium petīvērunt.

718. Answer in Latin:

1. Quō tempore Rōmānī sacrificia faciēbant?
2. Quā dē causā Rōmānī in bellō Latīnō ōrāculum cōnsuluērunt?
3. A quibus deīs auxilium ā Deciō petēbātur?
4. Cūr hostēs fūgērunt?
5. Cūr Decius cecidit?
6. Quō modō Latīnī victī sunt?

719. Read and translate, giving particular attention to the participles:

1. Mīlitēs in Galliam missī fortiter pugnābant. 2. Oppidānī ab hostibus captī miserī erunt. 3. Ad oppidānōs obsessōs auxilium missum erat. 4. Captīvōs vinculīs ligātōs in Italiam mīsit.

720. Express in Latin:

1. Boys praised by a teacher are happy. 2. Having been wounded, he was no longer fighting. 3. Elected a consul, he led the legions into Gaul. 4. He praised the wounded soldiers.

721. Proceed as in previous exercises:

1. Amīcus ōlim Spartānum rogāvit, "Cūr nūllōs mūrōs habet Sparta?" Spartānus respondit, "Nostra urbs mūrōs optimōs habet, virtūtem incolārum fortium." 2. Num (section 250, footnote) gregēs ab agricolīs ex perīculō servābuntur? 3. Equī tubā perterritī per viam currunt. Nōnne rotae carrī frangentur? 4. Ille librum meum reddidit; itaque librum eius remittam. 5. Propter beneficia multitūdinem amīcōrum habēbat. 6. Equitēs nostrī hostēs duās hōrās sustinuērunt.

LESSON 68

MANLIUS, OR THE PUNISHMENT OF DISOBEDIENCE

Obedience to the authority of the state and to superiors was expected both of the Roman citizen and of the Roman soldier. On one occasion a consul even ordered his own son to be put to death because he had disobeyed the orders of his commanders in war.*

Give all possible forms of **paulō, eōdem, virgō, imperiō, hōc, hoc, eō, stō, subitō, legiō; vestrum, ducum, hostium, imperium.**

722. Paulō ante [1] fābulam dē Deciō, virō fortī, audīvistis. In eōdem bellō Latīnō juvenis Rōmānus imperiō [2] patris suī ad mortem ductus est.

Initiō bellī imperātōrēs Rōmānī — cōnsulēs enim eō tempore ducēs legiōnum erant — suīs dīxerant,[3] "Nōlīte ūllō tempore sine imperiō lēgātī aut tribūnī [4] cum hoste pugnam committere." Omnēs mīlitēs ea verba audīverant.[3]

Inter mīlitēs Rōmānōs erat fortis juvenis, nōmine Mānlius, fīlius Titī Mānlī Torquātī qui [5] tum cōnsul et imperātor legiōnum erat.

Ut accidit,[6] castra Rōmāna castrīs [7] Latīnōrum proxima erant. Itaque vōcēs hostium ā mīlitibus Rōmānīs audīrī facile poterant.[8] Praesertim clāmōrēs cuiusdam (*a certain*) Latīnī saepe audītī erant.[3] Iterum atque iterum clāmōribus et vōcibus magnīs Rōmānōs excitāverat: "O ignāvī

* The story of Manlius' punishment of his son is told in the following books:
GUERBER. The Story of the Romans, pp. 112–113.
HAAREN and POLAND. Famous Men of Rome, pp. 99–102.
TAPPAN. The Story of the Roman People, p. 56.

Rōmānī! Quis vestrum mēcum[9] pugnam committet? Quis vestrum ex mūrīs castrōrum veniet? Ego Mettius invictus et parātus stō, sed vōs Rōmānī tūtī intrā mūrōs manētis. Quam ignāva corda habētis!"

Hīs vōcibus īrātus[10] et imperī cōnsulum oblītus,[11] Mānlius tandem ex mūrīs cucurrit et cum Latīnō pugnam

MANLIUS CONDEMNED FOR DISOBEDIENCE

commīsit, eum cecīdit, arma spoliāvit.[12] Cōnsul autem, ubi arma hostis et fīlium suum victōrem vīdit, "O mī fīlī," inquit, "officium mīlitis est imperia ducum memoriā tenēre. Necesse est tē gravem poenam pendere. Līctōrēs,[13] ad mortem hunc dūcite." Cōnsulēs enim potestātem eius modī jūre propriō habēbant.

723. Notes

1. **Paulō ante**, *a little while ago* (lit. *before by a little*).

2. For the meaning of this ablative see section 704, note 1.

3. **Dīxerant**, *had said*, is *past perfect* (past completed) *active* indicative of **dīcō**, a verb of the third conjugation. This tense and the future perfect also are formed, both in the active and in the passive voice, in the same way as in verbs of the first and second conjugations. For the conjugation of the model verbs see the Appendix, pages 23–24.

4. With each legion went six **tribūnī**, *tribunes*, who were sometimes given command of the legions. The military tribunes, however, were not trained soldiers so much as officers in training. Usually they were young men from the most influential families of Rome, who sought this way of starting on a public career.

5. What kind of pronoun is **quī**? Does it introduce an independent or subordinate clause? What pronoun does it resemble in spelling?

6. **Ut accidit**, *as it happened*.

7. What does **castrīs** tell? What is its case? What similar use of this case is seen in "They live near *us*"?

8. **Poterant**, *were able, could*.

9. To what words is the preposition **cum** attached?

10. Of what does the group **hīs vōcibus īrātus** consist?

11. **Imperī oblītus**, *forgetful of the order*. Explain *oblivious*.

12. The arms and other equipment taken from a vanquished foe made a trophy of which the victor was proud.

13. Lictors were attendants of the higher

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magistrates at Rome. The number of lictors varied with the rank of the magistrate, a consul having twelve. The lictor carried a bundle of rods, called **fascēs**, tied around an ax, as a sign of the power of the official to punish wrongdoers. These fasces became symbols of authority and are still so used. The design occurs on our ten-cent piece and is sometimes used on police stations and elsewhere. The Fascists of Italy derive their name from the fasces, which they use as a symbol.

724. Vocabulary

New Word	Related Word	Meaning
tribūnus, -ī, *m.*	tribune	(Meaning?)
committō, committere, commīsī, commissus	commit, *mittō*	*join together, intrust*; with **pugnam**, *engage in*
accidō, accidere, accidī	accident, *cadō*	*happen, befall*
vōx, vōcis, *f.*	vocal	*voice, word*
cor, cordis, *n.*	cordial	*heart*
caedō, -ere, cecīdī, caesus	suicide	*kill*
spoliō, -āre, -āvī, -ātus	spoil	*rob, despoil*
līctor, līctōris, *m.*	lictor	(Meaning?)
jūs, jūris, *n.*	justice	*right, law, power*

725. Three Similar Latin Verbs

Cadere, *to fall*; **caedere**, *to cut* or *kill*; and **cēdere**, *to go* or *yield*, are likely to be confused unless they are thoroughly mastered. This is especially true of the compounds of **caedō** and **cadō**, both of which become **-cido** in compounds. **Caedō**, however, becomes **-cīdō**, while **cadō** becomes **-cĭdō**.

Learn thoroughly the principal parts of the simple verbs, with an English derivative from the last principal part of each:

cēdō, *yield, go*	**cēdere**	**cessī**	**cessus** (*procession*)
caedō, *cut, kill*	**caedere**	**cecī'dī**	**caesus** (*incision*)
cadō, *fall*	**cadere**	**ce'cidī**	**cāsus** (*occasion*)

Learn thoroughly the following compounds of these verbs, noting carefully that **ae** of **caedō** becomes **ī**, while the **a** of **cadō** becomes **i**. The **ē** of **cēdō**, being long, does not change in the compounds. The third principal parts of **caedō** and **cadō** do not have a repeated syllable in the compounds.

Compounds of **cēdō**:

antecēdō, *go before*	**antecēdere**	**antecessī**	**antecessus**
discēdō, *go apart, withdraw*	**discēdere**	**discessī**	**discessus**
excēdō, *go out, depart*	**excēdere**	**excessī**	**excessus**
succēdō, *follow*	**succēdere**	**successī**	**successus**

Compounds of **caedō**:

abscīdō, *cut off*	**abscīdere**	**abscī'dī**	**abscīsus**
occīdō, *cut down, kill*	**occīdere**	**occī'dī**	**occīsus**

Compounds of **cadō**:

accidō, *befall, happen*	**accidere**	**ac'cidī**	——
occidō, *fall, set (of the sun)*	**occidere**	**oc'cidī**	**occāsus**

726. Application of Latin to English

1. Explain the meaning of the italicized words:

a. He became more and more *vociferous* in his complaints.
b. An *abominable* crime had been committed.
c. His mistake is *irremediable*.
d. The court has full *jurisdiction* in the case.

2. **Cēdere**, *to go, yield*, has many derivatives, always with the vowel *e*. Give the principal parts of **cēdō** and **prōcēdō**. To pro*ceed* is to go forward. The ante*cedent* of a relative pronoun goes before it. An an*cest*or is one who has gone before (*ante-*). To inter*cede* for someone is to go between him and the person in authority. The *cess*ion of territory by a conquered nation is the yielding of it. Observe that in compounds the idea of *going* is present, while derivatives from the simple verb have the idea of *yielding*.

3. **Caedere**, *to cut, kill*, appears in English in compounds only and with the change to *i* that occurs in the Latin compounds also. Give the principal parts of **caedō** and **occīdō**. Sui*cide* is the killing of oneself; homi*cide*, the killing of a man; regi*cide*, the killing of a king; fratri*cide*, the killing of a brother. When a surgeon makes an in*ci*sion, he cuts into the body. An in*ci*sive remark is cutting, penetrating, sharp.

A *CAS*CADE

4. **Cadere**, *to fall*, has English derivatives both from the simple verb with the vowel *a* and from compounds with the vowel *i*. Give the principal parts of **cadō** and **accidō**. A de*cad*ent nation is falling away from its earlier greatness. An ac*cid*ent is something that happens or befalls. Two events coin*cide* when they fall in together. Observe that both the Latin **cadere**, *to fall*, and the English *fall* develop the idea of happening. Thus *accident* and *befall* are counterparts.

5. Why are *accident* and *accede* spelled with two *c's*?

6. *Hearty* is the exact Anglo-Saxon heteronym of *cordial*.

Drill and Review

727. Decline **magna vōx, tribūnus ācer**, and **līctor fortis**.

728. Make a synopsis of **vehō** in the third person singular.

729. Complete by the use of the proper verb (§ 694):

1. Inde in Italiam ——.
2. Ibi amīcī tuī ——.
3. Hūc servōs ——.
4. Hinc trāns flūmen ——.
5. Hīc multōs annōs ——.
6. Eō mīlitēs ——.

730. Give the person, number, tense, voice, and meaning of

trāxerat	audīveram	mīserant	ēmerant
victī erant	acceptus erat	ductī eritis	fūdit
vectus erit	tribuerat	dūxerant	clauserant

731. Answer in Latin:

1. Quī ducēs legiōnum erant?
2. Quis erat pater juvenis Mānlī?
3. Cūr Mānlius cum Latīnō pugnāvit?
4. Cūr cōnsul fīlium ad mortem mīsit?
5. Quam potestātem cōnsulēs in bellō habuērunt?

732. Translate, noting the participles carefully:

1. Oppida ā Rōmānīs capta saepe dēlēta sunt. 2. Monitī dē perīculō in domiciliīs manēbāmus. 3. Tum signum datum audīvit. 4. Peditibus victīs cibus datus est. 5. Injūriīs incitātī Gallī bellum renovābant.

733. Proceed as in previous exercises:

1. Servī, cūr līberōs meōs dīligenter nōn cūrāvistis? 2. Sine morā auxilium ad cīvitātēs fīnitimās missum erat. 3. Nūntiī ab sociīs ad prīncipem vēnerant et ita dīxerant: "Mox praesidia oppidōrum nostrōrum victa erunt et oppida ipsa ab hostibus capta erunt." 4. Anteā illī līberī erant; sed in fīnibus suīs nōn jam manēbant. 5. Ibi nūllōs librōs reppererat. 6. Cognōvit *mīlitēs* esse fortēs. 7. Forte oppidum parvum oppugnātum erat et incolae fugātī erant. 8. Nōs ita monuerat: "Hīc manēte. Cupiō vōs hīc manēre." 9. Tribūnus tuō imperiō inductus antecessit. Quis succēdet? 10. Legiōnēs inde prōductae ad flūmen magnae lātitūdinis pervēnerant. 11. Imperātor omnem exercitum praemittit. 12. Spē praedae adductī nostrī fīnitimī ex suīs fīnibus discēdēbant.

LESSON 69

PAPIRIUS AND FABIUS

The success of the Romans in the wars that they fought with the neighboring tribes as they were extending their territories was undoubtedly due in no small part to the strict discipline they had over themselves in both civil and military affairs. The following story of Papirius and his master of horse illustrates the severity of Roman discipline by showing that not even a success in the field could make up for disobedience to the orders of a superior officer. The following selection, and those in the next two lessons, are connected with the Samnite wars.*

Give all possible forms of **fortis, audīvistis, amīcīs, hīs; mīlitem, mīlitum, equitum, equum, idōneum, bellum; legiō, populō.**

734. Bella quae (*which*) Rōmānī cum Samnītibus gessērunt maximē nōta sunt.

Samnītēs, gēns fortis et maximē bellicōsa, in īnferiōre [1] parte Italiae habitābant. Fīnēs eōrum in montibus erant. Montānī — hanc enim sententiam fortasse audīvistis — semper sunt līberī.[2] Samnītēs igitur contrā Rōmānōs diū et ācriter pugnāvērunt. Tria [3] bella cum hīs ā Rōmānīs gerī [4] necesse erat. Vīgintī et duōs [3] annōs Rōmānī et Samnītēs in secundō bellō pugnāvērunt.

In hōc bellō Papīrius Cursor dictātor creātus erat. Post breve tempus eum ad urbem Rōmam contendere necesse erat. Antequam castra sua relīquit, Fabium Rulliānum, quī (*who*) magister equitum lēgātus erat,[5] ad sē vocāvit: "Dum ego ā castrīs aberō," inquit, "tū eris imperātor

* The story of the Samnite wars is told in Tappan's "The Story of the Roman People," pp. 55–58.

cōpiārum nostrārum. Etiam sī occāsiō idōnea erit, nōlī pugnam committere." Tum ad urbem discessit.

Accidit autem tempus proeliō [6] idōneum, neque Fabius dubitāvit pugnam cum Samnītibus committere. Fortūna Rōmānōs jūvit; magister equitum magnam victōriam reportāvit.

Ubi victōria Fabī in urbe cognita est, Papīrius īrā commōtus,[7] quod magister equitum imperātum dictātōris facere recūsāverat et lēgēs mōrēsque populī Rōmānī neglēxerat, in castra contendit. Postquam eō pervēnit, Fabium capitis damnāvit.[8] At ille in urbem fūgit, ubi victor ā populō magnopere laudātus est. Praetereā favōre [9] populī et vōcibus [9] mīlitum poenā līberātus est. Papīrius ipse autem ab amīcīs īrātīs Fabī paene interfectus est.

735. Notes

1. **Īnferiōre**, *lower*. What word must it modify? In what degree of comparison is it?

2. See page xxv.

3. **Tria** modifies **bella**. The Roman numerals **ūnus**, *one*, **duo**, *two*, and **trēs**, *three*, are declined.

4. What part of the verb is **gerī**? What is its relation to **erat**?

5. **Lēgātus erat** is a form of the verb **lēgō**.

6. What case in Latin frequently follows adjectives that mean *near, friendly, suitable, pleasing*, etc.? Can you give an illustration of a similar usage in English?

7. What part of the verb is **commōtus**? What does it modify, and by what is it modified?

8. **Capitis damnāvit**, *condemned to death.*

9. What idea is conveyed by these ablatives?

736. Numerals

You have been meeting numerals frequently in the Latin stories. They are of two kinds: the series **ūnus**, *one*, **duo**, *two*, **trēs**, *three*, etc.; and the series **prīmus**, *first*, **secundus**, *second*, **tertius**, *third*, etc. *First*, **prīmus**, *second*, **secundus**, etc. are called *ordinals* because they indicate order or rank. *One*, **ūnus**, *two*, **duo**, etc. are called *cardinals*.

The ordinals — as, **prīmus**, **secundus** — are adjectives of the first and second declensions and are declined like **bonus**.

All the cardinals up to 200 are indeclinable adjectives except **ūnus**, **duo**, and **trēs**.

Learn to count in Latin from 1 to 20 and then by tens to 100. Practice on these numerals until you can give them fluently. Practice also on the ordinals from **prīmus** to **decimus**. See the Appendix, page 19.

Learn the declension of **ūnus**, **duo**, and **trēs** as given in the Appendix, pages 13, 14. In what number only is **ūnus** declined? In what number are **duo** and **trēs** declined? Observe that the nominatives masculine and neuter of **duo** are alike. Note that **trēs** is declined exactly like the plural of **fortis**.

737. Predicate Nouns and Adjectives

A predicate noun or adjective occurs in Latin, as in English, with two classes of verbs:

1. Verbs of no voice, such as *be*, *become*, *seem*, *appear*: as, **Mīles erat**, *he was a soldier*; **Flūmen altum vidētur**, *the river seems deep*.

2. Certain verbs in the passive voice, such as *name*, *choose*, *call*, *make*, *elect*: as, **Amīcus appellātus est**, *he was called a friend*; **Cōnsul creātus est**, *he was elected consul*.

When verbs of the second class are used in the active voice, they may have a direct object and a predicate accusative: as, **Eum rēgem creāvērunt**, *they elected him king*.

738. The Uses of the Dative Case

You have now met the following uses of the dative:

1. Indirect object. This tells to whom something is given, offered, etc.

2. The dative with adjectives meaning *near*, also *like*, *pleasing*, *fit*, *friendly*, and their opposites. This tells to whom (or to what) something is *near*, *like*, *pleasing*, etc.

3. Reference. This tells *for whom* something is done.

The three ideas expressed by the dative case in Latin may be expressed similarly in English, that is, by the objective case without a preposition. When the objective case is so used in English, it may be called dative.

Indirect object: I gave *him* a book.
Dative with adjectives: I am like *him*; they are near *us*.
Reference: I bought *him* a hat.

These three ideas may also be expressed in English *with* prepositions. Recast the above sentences, using prepositions. Which method is more like the Latin method?

739. Vocabulary

New Word	Related Word	Meaning
mōns, montis, *m.*	mount	(Meaning?)
ācriter, *adv.*	*ācer*	*sharply, fiercely*
vīgintī, *indecl. num.*		*twenty*
antequam, *conj.*	*ante*	*before*
lēgō, -āre, -āvī, -ātus	*lēgātus*	*appoint*
etiam sī, *conj.*		*even if*
occāsiō, occāsiōnis, *f.*	occasion	(Meaning?)
lēx, lēgis, *f.*	legal	*law*
neglegō, neglegere, neglēxī, neglēctus	neglect	(Meaning?)
damnō, -āre, -āvī, -ātus	condemn	*condemn*
favor, favōris, *m.*	favor	(Meaning?)
paene, *adv.*	peninsula	*almost*

740. Stems of Nouns and Adjectives of the Third Declension in English

LATIN NOUN OR ADJECTIVE	ENGLISH DERIVATIVE	GENITIVE SINGULAR
īnfāns	infant	*īnfant*is
lītus	littor-al	*lītor*is
pēs	ped-al	*ped*is
virgō	virgin	*virgin*is
ācer	acr-id	*ācr*is
ōmen	omin-ous	*ōmin*is
audāx	audac-ious	*audāc*is
mōns	Mont-ana	*mont*is
lēx	leg-al	*lēg*is

Observe that ***legislature*** preserves the genitive singular of **lēx**, and ***jurisdiction*** the genitive singular of **jūs**.

741. Application of Latin to English

1. Explain the meaning of the italicized words:

a. A large *indemnity* was demanded from the conquered foe.

b. Solon was a famous *legislator* of the Greeks.

WHY IS THIS FIGURE A QUADRILATERAL?

c. He has received the appointment as *adjutant.*

d. This neglect of duty was considered a serious *dereliction.*

e. He was quickly *relegated* to a position of little importance.

2. Decide whether the following words come from **cadere, caedere**, or **cēdere**, and explain their meanings:

recede, incident, excision

3. Give the Latin numeral related to each of the following:

trio	October	quinquennial	September
decennial	millennium	November	unit
quadrilateral	December	centennial	septet

4. Give the Latin ordinal related to each of the following:

quarter	sextant	octave	octavo
decimate	tertiary	sextet	quarto
primary	quintet	decimal	duodecimo

5. What is meant by saying that a man is a *sexagenarian*? an *octogenarian*? a *nonagenarian*? a *centenarian*?

6. Give the meaning of the following Italian numerals:

quattro	uno	otto	nove	sette
sei	dieci	tre	cinque	due

7. Our Aryan forefathers, from whose language both Latin and Anglo-Saxon are derived, were well able to count, and this explains the resemblance between *nine* and **novus**, *eight* and **octō**, *three* and **trēs**, *one* and **ūnus**, *seven* and **septem**, *two* and **duo**, *six* and **sex**. They are all derived from the common ancestral language.

Drill and Review

742. Decline **lēx nova**, **mōns ingēns**, and **vōx clāra**.

743. Inflect **neglegō** in the tenses based on the perfect stem. Make a synopsis of **committō** in the first person plural.

744. Count in Latin from one to twenty.

745. Read and translate:

1. Hic trēs ōrātiōnēs habuit. 2. In rīpīs illīus flūminis ūndecim nāvēs aedificātae erant. 3. Celeriter octō legiōnēs ex fīnibus eōrum excēdent. 4. Duodecim līctōrēs ante cōnsulem ambulābant. 5. Impedīmenta quīnque legiōnum ibi relicta erant. 6. Tredecim adulēscentēs hūc pervēnerint. 7. Duodēvīgintī equitēs integrī erant. 8. Exemplum ūnīus virī duōbus cōnsulibus grātum erat.

746. Write in Latin:

1. Sixteen scouts had been sent toward the mountain. 2. Nineteen men fell in that fight. 3. The soldiers of the three legions had been led out. 4. He descended from the mountain with two companions. 5. Ten and ten make twenty.

747. Review the forms of the interrogative pronoun (Appendix, page 17).

748. Give the present infinitives, active and passive, of **crēdō, doceō, renovō, vinciō,** and **vincō.**

749. Proceed as in previous exercises:

1. Ōlim discipulus Aristotelem (*Aristotle*, a famous Greek teacher and writer) rogāvit, "Quid est amīcitia?" Ille respondit, "Ūnus animus in duōbus corporibus." 2. Diēs est spatium vīgintī quattuor hōrārum. 3. Inter Rōmulum et Remum contentiō (*disagreement*) erat dē nōmine urbis novae. Remus prīmō in caelō sex vulturēs vīdit. Sed Rōmulus posteā duodecim vīdit. Sīc Rōmulus, victor ob hoc ōmen, urbem Rōmam vocāvit.

750. Explain the case of the italicized words:

1. Caesar cōnsul *creātus* est. 2. *Mihi* pictūra pulchra vidētur (*seems*). 3. *Eīs* librōs multōs dedī. 4. Gallī *Germānīs* propinquī erant. 5. *Vōbīs* dōna sunt grāta. 6. Lūcius est *amīcus* meus. 7. *Eīs* amīcī nōn erant. 8. Ille collis *castrīs* idōneus nōn erat. 9. Lingua Latīna *illīs puellīs* facilis vidētur (*seems*). 10. Ille puer appellātur *Mārcus.*

751. See if you can give the meaning of the following quotations, the words of which are familiar to you:

1. Pāce tuā. 2. Fortēs fortūna juvat. 3. Ex animō. 4. Errāre est hūmānum. 5. Vīta sine līterīs mors est. 6. In hōc signō vincēs. 7. Vēra (*True*) amīcitia est inter bonōs. 8. Numquam perīculum sine perīculō vincitur. 9. Vēritās vōs līberābit. 10. Facta, nōn verba. 11. Vir bonus patriam amat. 12. Nōn sibi sed omnibus. 13. Dux fēmina factī. 14. Industria est initium sapientiae. 15. Prō ārīs et focīs. 16. Post proelium praemium. 17. Accipere quam (*than*) facere injūriam praestat (*it is better*). 18. Semper parātus. 19. Labōrāre est ōrāre. 20. Victōria patientiam corōnat (*crowns*).

LESSON 70

THE DISASTER AT THE CAUDINE FORKS

In the Second Samnite War four legions of Romans, under the command of the consuls, marched into an ambush set by Pontius, leader of the Samnites. When they saw themselves surrounded, the Romans surrendered under the terms offered by the enemy. Pontius was advised by his father either to slay all the captured Romans or to send them all away unharmed; but he preferred to humiliate the Romans by sending them under the yoke, in addition to forcing conditions that the senate later refused to ratify.*

Give all possible forms of **quō, cui, quī, eī; eius, quibus; haec, hae; id, illud; cōpiās, celeritās, eās.**

752. Rōmānī in secundō bellō ā Samnītibus victī et sub jugum missī sunt.[1] Nōn saepe tantum dēdecus Rōmānīs accidit.[2]

Papīrius Cursor, quī[3] Fabium frūstrā damnāverat, nōn jam dictātor erat. Titus Veturius et Spurius Postumius, quī[3] cōnsulēs eius annī erant, bellum gerēbant. Hī cum quattuor legiōnibus iter forte faciēbant ad oppidum sociōrum quod[3] ā Samnītibus obsidēbātur. Via quā[3] cōpiae dūcēbantur erat per angustiās montium, quae[3] Furculae Caudīnae[4] appellātae sunt.

Cōnsulēs, postquam in angustiās cum legiōnibus pervēnērunt, viam saxīs et arboribus impedīrī[5] invēnērunt. Tum dēmum praesidium hostium in collibus proximīs et silvīs

* The story of the disaster at the Caudine Forks is told in the following books:
GUERBER. The Story of the Romans, pp. 112–115.
TAPPAN. The Story of the Roman People, p. 57.

SENT UNDER THE YOKE

vīdērunt; nam in hīs angustiīs Samnītēs īnsidiās parāverant. Itaque duo cōnsulēs et quattuor legiōnēs (decem mīlia [6] mīlitum) et duodecim tribūnī mīlitum et sescentī equitēs in potestātem hostium vēnērunt.

Gāius Pontius, quī [3] tum dux Samnītium erat, ad patrem nūntium mīsit. "Quid," rogāvit per nūntium, "dē [7] hīs Rōmānīs faciam?" Senex celeriter respondit: "Aut omnēs interfice aut incolumēs omnēs līberā. Eī Rōmānī quōs [3] līberāveris [8] laetī ob beneficium pācem cum Samnītibus habēbunt." Cōnsilium quod [3] pater dederat neque Pontiō neque Samnītibus placēbat.[9] Itaque ā Rōmānīs dūrās condiciōnēs pācis Pontius postulāvit, quās [3] illī accēpērunt. Tum omnēs Rōmānī sub jugum missī sunt.

753. Notes

1. Two spears were set up in the ground, and a third was fastened across them in such a way as to make a sort of arch, beneath which the conquered enemy were forced to march with bended shoulders.

2. **Rōmānīs accidit**, *happened to the Romans.*

3. **Quī** is the masculine singular nominative of the relative pronoun **quī, quae, quod**, *who, which, that.* You have met it several times. You will meet other forms of the same pronoun in this story. Its forms are similar to those of the interrogative **quis.**

4. **Furculae Caudīnae**, *Caudine Forks.*

5. What form of the verb is **impedīrī**? What is its meaning? What is its subject? Translate **viam impedīrī invēnērunt** in two ways (§ 469, n. 8).

6. **Mīlle**, *a thousand*, is not declined in the singular. The plural **mīlia** is a noun declined like the neuter plural of **omnis**, and is always followed by a noun in the genitive. (See Appendix, page 14.)

7. **Dē**, *with, about.*

8. In what tense is this verb? What tense in English will best convey the idea?

9. **Placēbat**, *pleased.* This verb has its apparent object in the dative case, as if it meant *was pleasing to.* The expression "if you please," in which *please* seems to have an unusual meaning, meant originally "if it please you." *You* was really dative, like **Samnītibus** in this sentence.

754. The Relative Pronoun

A relative pronoun connects a subordinate clause (used as an adjective) with a noun or pronoun, called the *antecedent*, in the main part of the sentence. In the sentence "The man who is walking is Flaccus," *man* is the antecedent

of the relative pronoun *who*, which introduces the relative or adjective clause *who is walking*, telling *what* man is meant.

In English the relative pronouns are *who* (possessive, *whose*; objective, *whom*), *which*, *that*. **Quī** has the meanings of the three English relatives. The meaning *who* may be used only when the reference is to persons; *which* only when the reference is to things; *that* may be used to refer to either persons or things.

Examine carefully the following inflection of **quī**, noting what points will assist you most in learning it. Note also the common translations.

	Singular			*Plural*		
	Masc.	Fem.	Neut.	Masc.	Fem.	Neut.
Nom	**quī**	**quae**	**quod**	**quī**	**quae**	**quae**
	who, which, that					
Gen.	**cuius**	**cuius**	**cuius**	**quōrum**	**quārum**	**quōrum**
	of whom, whose, of which					
Dat.	**cui**	**cui**	**cui**	**quibus**	**quibus**	**quibus**
	to or *for whom* (*which*)					
Acc.	**quem**	**quam**	**quod**	**quōs**	**quās**	**quae**
	whom, which, that					
Abl.	**quō**	**quā**	**quō**	**quibus**	**quibus**	**quibus**
	with, from, by, in whom (*which*)					

Learn the declension of **quī**, as given above. Locate it in the Appendix, page 17, for future reference.

Hereafter, when you meet a form of either **quis** or **quī**, you must decide whether the word is relative or interrogative. Remember that the relative introduces a subordinate part of the sentence, while the interrogative, in the Latin you have thus far studied, introduces the main part of the sentence, or the independent clause.

755. The Agreement of the Relative Pronoun

The relative pronoun both in English and in Latin agrees in gender, person, and number with its antecedent, but its *case* is determined by its use in *its own clause*. Explain the case of the relative pronoun in the following sentences:

The boy *who* just came in is a new pupil.
I have a friend *whose* name is Arthur.
This is the boy to *whom* you gave the letter.
The girl *whom* you saw is my sister.
This is the man *whom* you invited to come.

The familiar rule that a verb must agree with its subject in person and number applies equally when the subject is a relative pronoun; but remember that the person and number of a relative pronoun are determined by the antecedent.

Explain the person and number of the verbs of the relative clauses in the following sentences:

It is I who *am* to blame.
It is they who *are* to blame.
It is he who *is* to blame.
It is you who *are* to blame.

Study the following sentences, which illustrate the use of the relative pronoun in Latin:

Vir quī ambulat est Flaccus, *the man who is walking is Flaccus*. Here **quī** is masculine singular to agree with **vir**; and it is nominative because it is the subject of **ambulat**, which is third singular to agree with the subject, **quī**.

Liber quem habeō est tuus, *the book that I have is yours*. Here **quem** is masculine singular to agree with **liber**; and accusative case because it is the object of **habeō**.

Fēminae quārum fīliī laudantur sunt laetae, *the women whose sons are praised are happy*. Here **quārum** is feminine plural to agree with **fēminae**; and genitive because it possesses **fīliī**.

Nōs, quī cōnsulēs sumus, poenās dabimus, *we, who are the consuls, will pay the penalty.* Here **quī** is masculine plural, first person, to agree with its antecedent, **nōs**; and **sumus** is in the first person plural to agree with the subject, **quī**.

Learn the following statement:

A relative pronoun agrees with its antecedent in *gender, person,* and *number,* but its *case* is determined by its use in its own clause.

756. Vocabulary

New Word	Related Word	Meaning
jugum, -ī, *n.*		*yoke*
dēdecus, dēdecoris, *n.*		*disgrace*
iter, itineris, *n.*		*journey, march*
quī, quae, quod, *rel. pron.*		*who, which, that*
angustiae, -ārum, *f. plur.*		*pass, narrows*
arbor, arboris, *f.*	arbor	*tree*
inveniō, invenīre, invēnī, inventus	*in* + *veniō*	*find, come upon*
dēmum, *adv.*		*at last*
mīlle, *indecl. in sing.*; *plur.* **mīlia, mīlium**	millennium	*thousand*
sescentī, -ae, -a		*six hundred*
incolumis, -e		*safe, unharmed*

757. Application of Latin to English

1. Explain the meaning of the italicized words:

a. His arrival at the same time was quite *fortuitous.*
b. A corn is an *induration* of the skin of the foot.
c. Their *conjugal* harmony was rarely disturbed.
d. The *itinerary* of the president has not yet been decided upon.

2. Explain the derivation, including prefix, root, and suffix, of *secession, decadence,* and *precision.*

3. *Conjugation* is so called because it is a yoking together of the stem, tense sign, and personal endings.

4. *Subjugate* is derived from **sub**, *under*, and **jugum**, *yoke*. It preserves a picture of the humiliating act which the Roman army at the Caudine Forks was forced to perform. To *subjugate* a nation is, literally, to force it to go under a yoke.

5. Errors in the use of the relative and interrogative pronouns are common in English. They consist mainly of mistakes in the case of *who* and in agreement.

State which of the forms in parentheses in the following sentences is correct and give the reason for your choice:

a. He was the one man (who, whom) all respected.
b. He is one of the best players who (was, were) out for the team.
c. He is the best player who (is, are) out for the team this year.
d. He is one of those (whom, who) I thought would succeed.
e. (Who, Whom) do you wish to see?

Drill and Review

758. Give the meaning of the following words:

sum	absum	animus	māter	jaciō, jacere
sūmō	adsum	amīcus	mare	jaceō, jacēre

759. Decline **id iter longum**, **arbor pulchra**, and **mīlle**.

760. Give the principal parts and the stems of **veniō**, and make a synopsis in the third person singular of the active voice. Review the conjugation of the indicative of **sum**, in the Appendix, pages 25–26.

761. What is the rule for the agreement of a verb? of an adjective? of a relative pronoun?

762. Give the reason for the gender and number, and for the case, of the italicized words, and express them in Latin:

The man *whose* son I see; *to whom* I give the books; *by whom* I am aided; *whom* I aid.

The books *by which* I am taught; *which* I have; *in which* I read.

The cities *from which* we came; *that* were captured; *to which* we went.

763. Account for the gender, number, and case of the relative pronoun in the following sentences, and translate:

1. Librī quibus doceor novī sunt. 2. Novī librī quōs amīcus mihi dedit mē dēlectant. 3. Gladius quō mīles Rōmānus pugnābat lātus et brevis erat. 4. Hī mīlitēs, quī ā pugnā procul aberant, integrī et incolumēs erant. 5. Servus cui praemia dedistī diū labōrāverat. 6. Arboribus quae in summō monte erant hostēs cēlātī sunt. 7. Magnus erat dolor eōrum quōrum līberī captī erant. 8. Tandem omnēs cīvitātēs Italiae quibuscum Rōmānī pugnābant victae erant.

764. Express in Latin:

1. That man whose son is working is a farmer. 2. The lady to whom roses were given is Cornelia. 3. Great is the glory of those who have conquered the enemy. 4. The inhabitants of the town which was being attacked had a supply of food and water. 5. The town from which you came is small.

765. Answer in Latin:

1. Quā in cīvitāte Rōmānī sub jugum missī sunt?
2. Quot legiōnēs et tribūnī in potestātem hostium vēnērunt?
3. Ubi Samnītēs īnsidiās parāverant?
4. Quem Pontius cōnsuluit?
5. Quod cōnsilium datum est ab eō quem Pontius cōnsuluerat?
6. Quid prīnceps Samnītium fēcit?

766. Review the present active imperatives of the regular verbs and **sum** (Appendix, pages 24, 26); then translate:

1. Virī, este fortēs. 2. Fīlī, venī ad fontem. 3. Pācem cōnfirmāte. 4. Gladiōs celeriter sūmite et cum virtūte pugnāte. 5. Discipule, praemia magistrī merē. 6. Excēdite et hostēs fugāte. 7. Fugite ex oppidō in agrōs.

LESSON 71

THE ATTITUDE OF THE ROMANS IN DEFEAT

When Postumius and the army returned to Rome after surrendering to the Samnites, they found the citizens very angry. The senate refused to ratify the treaty and ordered Postumius and the other officers who had agreed to the terms of surrender to be given up to the Samnites. Pontius refused to accept them, and set free all the prisoners he had previously held. Later the Romans defeated the Samnites and sent them under the yoke.

767. Dēnique cōnsulēs cum mīlitibus quōs Samnītēs īnsidiīs superāverant ad urbem Rōmam pervēnērunt. Prīmō populus Rōmānus agmen silentiō (*in silence*) spectāvērunt. Dēdecus cōnsulum et legiōnum in animīs cīvium haerēbat. Tandem cīvēs exclāmāvērunt: "Numquam tantum dēdecus accēpimus. Numquam anteā mīlitēs Rōmānī arma abjēcērunt et sub jugum missī sunt. Numquam sine pugnā victī sunt Rōmānī."

Cōnsulēs quoque, quī oculīs dēmissīs [1] per viās ambulābant, magnō pudōre affectī sunt quod trīstēs condiciōnēs Samnītium accipere nōn recūsāverant. Dēnique Postumius, ūnus ex cōnsulibus, quī in senātum vocātus erat, haec [2] dīxit: "Nōs, nōs cōnsulēs et tribūnī, quī [3] sine auctōritāte populī Rōmānī condiciōnēs Samnītium accēpimus et foedus fēcimus, tantī dēdecoris auctōrēs sumus. Nōs, nōn populus Rōmānus, hōc foedere obstringimur. Dē nōbīs supplicium sūmite. Jūra cīvium Rōmānōrum retinēre nōn possumus.[4] Nōs in potestātem hostium date."

PONTIUS REFUSES TO ACCEPT THE SURRENDERED ROMANS

Hoc cōnsilium senātōrēs probāvērunt. Sine morā Postumius et Veturius et vīgintī tribūnī in vinculīs ex urbe missī Samnītibus dēditī sunt. Pontius, dux Samnītium, eōs nōn accēpit. "Deī," inquit, "dē vōbīs, quī falsō (*falsely*) jūrāvistis, supplicium sūment."

Post paucōs annōs autem Rōmānī Samnītēs vincere et sub jugum mittere poterant.[4]

768. Notes

1. **Dēmissīs** is a perfect passive participle, agreeing with *oculīs*, a noun in the ablative case; *with downcast looks.*

2. **Haec**, *this* (lit. *these things*). **Haec dīxit** may be translated *spoke as follows.* Is the statement following **dīxit** a direct or indirect quotation?

3. How far does this relative clause extend? With what word is the main clause resumed? Read the Latin of the main clause. Keep the main and subordinate clauses distinct and do not allow parts of one to get into the other.

4. **Possumus**, *we are able, we can*, and **poterant**, *were able*, are forms of the irregular verb **possum**. A complementary infinitive is used with **possum**: as, **Ambulāre possum**, *I am able to walk, I can walk.*

769. The Irregular Verb *Possum*

The irregular verb **possum**, *can*, is a compound of **pot**, *able*, and **sum**, *I am*. Before all the forms of **sum** beginning with **s**, **pot** becomes **pos**: as, **pot** + **sum** = **possum**. When **pot** is prefixed to the perfect tenses, **f** of these tenses is dropped: as, **pot** + **fuī** = **potuī**. Keeping these points in mind, study the inflection of **possum** as given in the Appendix, page 26.

The meaning *can*, which is synonymous with *am able*, is often used in translating the present tense of **possum**; and the meaning *could*, in translating past tenses.

Distinguish carefully between **poterant**, **potuērunt**, **potuerant**, **potuerint**, and **poterunt**.

770. The Complementary Infinitive

An object infinitive is frequently used without a subject, to complete the meaning of the main verb of the sentence. Such an infinitive is called a *complementary infinitive*: as, **Venīre cupit**, *he wishes to come*. This infinitive occurs with verbs meaning *be able, undertake, begin, hesitate*, and *fear*.

You should now be able to understand fully two uses of the infinitive:

1. The object infinitive, with its subject in the accusative.
2. The complementary infinitive, without subject.

The infinitive is used also in indirect statements.

771. Vocabulary

New Word	Related Word	Meaning
agmen, agminis, *n.*		*column, army*
haereō, haerēre, haesī, haesus	adhere	*stick, remain fixed*
abiciō, abicere, abjēcī, abjectus	reject, *ab* + *jaciō*	*throw away*
pudor, pudōris, *m.*		*shame*
trīstis, trīste		*sad, disagreeable*
auctōritās, -ātis, *f.*		*authority*
foedus, foederis, *n.*		*treaty*
auctor, auctōris, *m.*	*auctōritās*	*maker, author*
possum, posse, potuī	possible	*be able, can*
dēdō, -dere, -didī, -ditus	*dō*	*surrender*
jūrō, -āre, -āvī, -ātus	*jūs*	*swear*

772. Vowel Changes in Related Words

Note the vowel changes in these compound verbs:

capiō, *take*	capere	cēpī	captus
accipiō, *receive*	accipere	accēpī	acceptus
incipiō, *begin*	incipere	incēpī	inceptus
faciō, *make, do*	facere	fēcī	factus
cōnficiō, *finish, end*	cōnficere	cōnfēcī	cōnfectus
dēficiō, *fail*	dēficere	dēfēcī	dēfectus
interficiō, *kill*	interficere	interfēcī	interfectus
perficiō, *complete*	perficere	perfēcī	perfectus
prōficiō, *accomplish*	prōficere	prōfēcī	prōfectus
reficiō, *repair*	reficere	refēcī	refectus
satisfaciō, *satisfy*	satisfacere	satisfēcī	satisfactus
jaciō, *throw*	jacere	jēcī	jactus
abiciō, *throw away*	abicere	abjēcī	abjectus
adiciō, *throw, hurl*	adicere	adjēcī	adjectus
coniciō, *throw together*	conicere	conjēcī	conjectus
obiciō, *throw against*	obicere	objēcī	objectus
prōiciō, *throw forward*	prōicere	prōjēcī	prōjectus

773. Application of Latin to English

1. Explain the meaning of the italicized words:

a. He received the news with a *dolorous* countenance.
b. The doctor advised *inoculation* against diphtheria.
c. Her speech was wild and *incoherent*.
d. There were *potent* reasons for the decision.

2. Explain the derivation, including prefix, root, and suffix, of *procession*, *decision*, and *deciduous*.

3. Study the following derivatives of **jūrāre**, *to take an oath, to swear*. A *jury* is a body of sworn men. To ab*jure* a bad habit is to abandon it, literally upon oath; to "swear off." To ad*jure* someone to do something is to urge him earnestly and solemnly, as if upon oath. In *per*jury, *per-* has developed the idea of contrary to, and "to perjure one's self" means to swear falsely.

4. Explain the derivation of *adhesive*, *adherent*, *cohesion*, *inherent*.

5. State which of the forms in parentheses is correct, and give the principle studied in Latin which helps you:

a. It is a slight to me, who (have, has) always been your friend.
b. (Who, Whom) did they say was hurt?
c. There is the man (who, whom) you wished to see.
d. The stranger sat down between Mary and (me, I).
e. He told John and (me, I) an interesting story.

Drill and Review

774. Decline **agmen Rōmānum**, **auctōritās**, and **foedus**.

775. Make a synopsis of **abiciō** in the third person, singular and plural, of the active voice.

776. Give the principal parts and the three stems of **sūmō**, **cōnsulō**, **sentiō**, **dēscendō**, **solvō**, **cognōscō**, and **cadō**.

777. Give the present infinitive, active and passive, of **portō**, **habeō**, **trahō**, **jaciō**, and **audiō**. Give their meanings.

778. What is the rule for the agreement of a relative with its antecedent? Write in Latin:

1. The journey that we made was short. 2. The authority which a consul had was great. 3. That treaty by which peace had been confirmed was approved by the senators. 4. A thousand captives, whom the enemy had captured, were set free. 5. Two thousand foot soldiers were sent under the yoke. 6. Three thousand men were defending the town. 7. Did you find the money that you gave us?

779. Answer in Latin:

1. Quō modō Postumius et mīlitēs ā Rōmānīs receptī sunt?
2. Quid in animīs cīvium haerēbat?
3. Cūr Postumius et Veturius pudōre affectī sunt?
4. Quō cōnsulēs et tribūnī missī sunt?

780. Read and translate:

1. Venīre possum. 2. Manēre nōn potest. 3. Vidēre nōn poterat. 4. Hominēs vidērī possunt. 5. Labōrāre poterāmus. 6. Respondēre potuerant. 7. Per montēs dūcī poterunt. 8. Ex lūdō excēdere potestis. 9. Id oppidum capere nōn poterit. 10. Sē dēfendere potuerant.

781. Proceed as in previous exercises:

1. Tēcum manēre nōn possum. Tē ex urbe mēcum excēdere cupiō. 2. Carrōs et equōs ā servīs parārī jubēbō. Nōs ad vīllam meam tribus hōrīs pervenīre facile (*easy*) erit. 3. Sine dīligentiā bene recitāre nōn poteritis. 4. Vōs esse amīcōs meōs exīstimō; nam mihi amīcī semper erātis. 5. Virī, fortēs esse dēbētis. Sī fortiter nōn pugnābitis, imperātor vōs laudāre nōn poterit. 6. Quī tribūnōs ad fīnēs hostium mittī jussērunt? 7. Explōrātōrēs, quōs Caesar trāns flūmen mīserat, hostēs nusquam reperīre potuērunt. 8. Explōrātōrēs trāns flūmen ā Caesare missī hostēs reperīre nōn potuērunt. 9. Nōnne montem scandere poterātis?

LESSON 72

HOW GEESE ONCE SAVED ROME

This well-known story is probably familiar to you. If not, read first one of the accounts referred to below.*

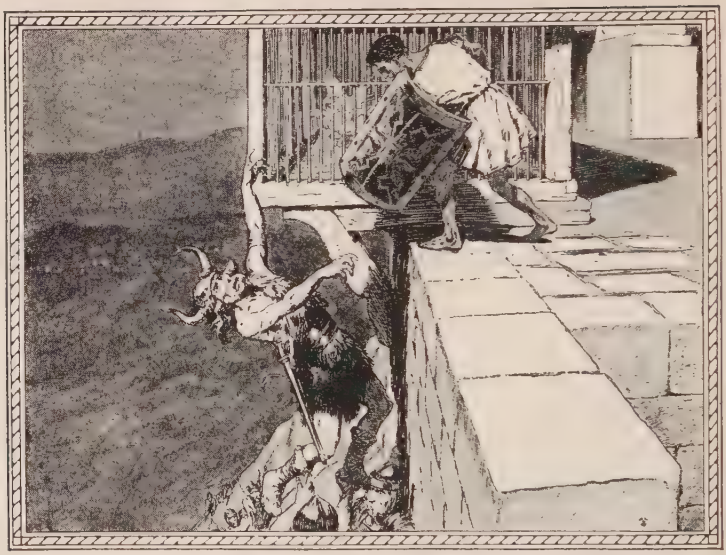
782. Gallī, postquam Papīrium et reliquōs senēs interfēcērunt (§ 547) et multam praedam cēpērunt, ad Capitōlium [1] prōcessērunt.

Hostēs autem vīdērunt Capitōlium rūpēs altās habēre [2] et moenibus mūnīrī.[2] Atque scīvērunt Capitōlium ā Mānliō et Rōmānīs dēfendī.[3] Rūpēs ascendere [3] et collem occupāre nōn erat facile. Itaque prīncipēs Gallōrum collem obsidēre [3] cōnstituērunt; nam Rōmānōs parvam cōpiam cibī et aquae in Capitōliō habēre [2] spērābant.

Tandem, ut accidit, illī Rōmānī quī in urbem fīnitimam fūgerant nūntium ad Mānlium et cīvēs in Capitōliō obsessōs [4] mīsērunt. Hic mediā nocte viā sēcrētā rūpem ascendit. Posterō diē [5] vēstīgia eius ā Gallīs vīsa sunt, quī eādem viā nocte rūpem ascendere cōnstituērunt.

Jam nox erat et Gallī rūpem ascendēbant, dum Rōmānī in Capitōliō sine cūrā dormiunt. Prīmī [6] summum saxum prehendēbant. Neque cūstōdēs neque canēs excitātī sunt. Mox barbarī in arce altā stābunt et arx capiētur. Subitō

* The story of Marcus Manlius is told in the following books:
GUERBER. The Story of the Romans, pp. 106–109.
TAPPAN. The Story of the Roman People, pp. 52–53.
HARDING. The City of the Seven Hills, pp. 94–96.



MANLIUS REPELS THE GAULS FROM THE CAPITOL

clangōrēs ānserum, quī in Capitōliō ā Rōmānīs habēbantur quod avēs sacrae[7] Jūnōnis erant, audītī sunt. Clangōribus eōrum Mānlius statim ē somnō excitātus est. Simul ac perīculum sēnsit, arma rapuit et Gallōs quī ad summam rūpem pervēnerant gladiō oppugnāvit. Illōs celeriter reppulit, neque barbarī arcem capere potuērunt.

783. Notes

1. The Capitoline was one of the seven hills of Rome.

2. **Habēre** and **mūnīrī** are infinitives in an indirect statement. Infinitives of this type which you have met before could be translated either by infinitives or by clauses introduced by *that*. In this sentence only a clause with *that* is possible. Try a literal translation and you will see that it

does not sound like English. In translating a present infinitive in an indirect statement after a past main verb, the past tense must be used.

3. What use of the infinitive? Can this be translated in two ways?

4. **Obsessōs**, *who were besieged*. This is a perfect passive participle modifying a noun governed by **ad**.

5. **Posterō diē**, *on the following day*.

6. **Prīmī**, *the foremost*.

7. Certain birds were said to be sacred to certain gods, as the dove to Venus, the owl to Minerva, the vulture to Mars.

784. Indirect Statements

A direct statement gives the exact words used by a speaker or writer in uttering his thought; often it is indicated by quotation marks: as, *He says, "The Capitol is a hill."* An indirect statement does not use the exact words of the original statement, but gives them as an indirect quotation and as the object of a verb meaning *say, think, know, hear, perceive,* etc.: as, *He says that the Capitol is a hill* or *He says the Capitol is a hill.* Observe that in sentences of this type the clause of indirect statement is usually introduced in English by the word *that.* Sometimes an infinitive may be used in English to express an indirect statement: as, *We know him to be brave; We think him to be honest; We believe them to be sincere.* In these sentences *him* and *them* are subjects of the infinitives and are in the objective or *accusative* case.

In Latin an indirect statement is *always* expressed by an infinitive, without any conjunction corresponding to English *that.* The subject of the infinitive is in the accusative case, just as it is in the English illustrations given above. But since the use of the infinitive in indirect statement in English is not common, indirect statements in Latin should be translated by clauses introduced by *that*; an accusative in

an indirect statement is to be translated as if it were nominative case, and the infinitive as if it were indicative: as,

Dīcit Capitōlium esse collem, *he says that the Capitol is a hill* (lit. *he says the Capitol to be a hill*).

Dīxit mīlitem fortiter pugnāre, *he said that the soldier was fighting bravely* (lit. *he said the soldier to be fighting bravely*).

Learn the following statements:

1. An indirect statement is usually the object of a verb meaning *say*, *think*, *know*, *hear*, *perceive*, or the like; and is expressed by having its subject in the accusative (never nominative) case, and its verb in the infinitive (never indicative).

2. The present infinitive expresses the same time as that of the verb of saying.

785. Vocabulary

New Word	Related Word	Meaning
prōcēdō, prōcēdere, prōcessī, prōcessus	proceed, *prō* + *cēdō*	(Meaning?)
mūniō, -īre, -īvī, -ītus	ammunition	*fortify, build*
sciō, scīre, scīvī, scītus	omniscient	*know*
facilis, facile	facility	*easy*
nox, noctis (-ium), *f.*	nocturnal	*night*
sēcrētus, -a, -um	secret	(Meaning?)
vēstīgium, vēstī′gī, *n.*	vestige	*footstep, track*
prehendō, prehendere, prehendī, prehēnsus	comprehend	*seize, grasp*
cūstōs, cūstōdis, *m.*	custody	*guard*
canis, canis (canum), *m.*	canine	*dog*
clangor, clangōris, *m.*	clang	noise
ānser, ānseris, *m.*		*goose*
avis, avis (-ium), *f.*	aviator	*bird*
sacer, -cra, -crum	sacred	(Meaning?)
repellō, repellere, reppulī, repulsus	repel, *re* + *pellō*	*drive back*

786. Application of Latin to English

1. Explain the meaning of the italicized words:

a. He anticipated coming events by a kind of *prescience.*
b. This method of celebrating the day seemed a *desecration.*
c. The situation calls for a thorough *investigation.*
d. The park contains a large *aviary.*
e. The monster was most *repulsive* in appearance.
f. That monkey has a *prehensile* tail.

2. Make a list of all the derivatives of **pellere**, *to drive*, that you can discover. Use the present base **pell-** and the participial stem **puls-**. Use the prefixes *com-*, *dis-*, *ex-*, *in-* (*im-*), *pro-*, *re-*. What is the difference between **compellō**, **impellō**, and **expellō**?

WHY IS THIS CALLED THE PROPELLER?

3. *Science* is derived from **scīre**, *to know*, and means literally knowledge. What is the Latin form of *science*?

4. Why does *defensive* have one *f* and *offensive* two?

5. State which of the forms in parentheses is correct, and tell what principle studied in Latin should help you:

a. He is a man (who, whom) I think will succeed.
b. He is a man (who, whom) I believe to be honest.
c. This is the boy (who, whom) the class wished to be elected president.
d. This is the boy (who, whom) they thought should be president.
e. This is the boy (who, whom) we wished to make president.
f. (Who, Whom) do you think it is?
g. (Who, Whom) do you think it to be?

Drill and Review

787. Decline **nox longa**, **via facilis**, and **ignis sacer**.

788. Make a synopsis of **possum** in the third person plural.

789. How many uses of the accusative case can you mention? of the ablative? of the infinitive?

790. Give the present infinitive, active and passive, of **portō, habeō, dūcō, jaciō,** and **mūniō.** Give their meaning.

791. Explain the case of the italicized noun and the mood of the italicized verb in the following sentences, and translate:

1. *Vir* amīcōs *habet.*
2. Dīcit, "*Vir* amīcōs *habet.*"
3. Dīcit *virum* amīcōs *habēre.*
4. Dīxit, "*Vir* amīcōs *habet.*"
5. Dīxit *virum* amīcōs *habēre.*

What time is indicated by the present infinitive in an indirect statement? In the following exercise, write the Latin sentence as an indirect statement with each verb:

1. Mīles pugnat.
   Lēgātus dīcit ——.
   Lēgātus dīxit ——.
2. Urbs dēfenditur.
   Nūntius dīcit ——.
   Nūntius dīxit ——.

792. Read and translate:

1. Mārcus labōrat. 2. Vidēmus Mārcum labōrāre. 3. Puerī laudantur. 4. Scīmus puerōs laudārī. 5. Sciunt tē esse discipulum bonum. 6. Magister vīdit discipulōs in lūdum venīre. 7. Vir dīcit sē esse mīlitem. 8. Vir dīxit illum esse poētam. 9. Hominem per viam venīre vidēbant. 10. Haec dōna accipere recūsāvit. 11. Itaque eum temptāre lēgātī nōn potuērunt. 12. Eīs dīxit sē neque praemia neque pecūniam cupere.

793. Express in Latin:

1. Soldiers are fortifying the camp. 2. I see that the soldiers are fortifying the camp. 3. I saw that the soldiers were fortifying the camp. 4. Men are sent into the province. 5. The messenger says that men are being sent into the province. 6. I know you are in school today. 7. We know that that boy is working. 8. We knew that the boy was working. 9. They hear the town is well defended. 10. He orders men to fortify the city. They were able to proceed ten miles.

LESSON 73

CAMILLUS AND THE SCHOOLMASTER

Though the Romans were a conquering race, they often showed what we should call fine sportsmanship in their wars. Once a traitorous schoolmaster of a hostile city had brought the sons of the principal men of the city into the camp of Camillus. Camillus refused to take advantage of his enemy, and had the teacher flogged back into the city by his pupils.*

Give all possible forms of **quae, haec, quod; cīvitās, viās, quās, erās; brevī, puerī, hī, cui, quī.**

794. Forte in urbe Faliscōrum, ut scrīpsērunt scrīptōrēs antīquī, habitābat quīdam (*a certain*) magister lūdī. Quod hic magister patribus illīus urbis grātior[1] erat quam aliī (*other*) magistrī, multī puerī, līberī prīncipum, ad lūdum eius cotīdiē mittēbantur. Discipulī nōn sōlum in lūdō docēbantur sed etiam per viās et agrōs modo[2] breviōribus[3] modo[2] longiōribus[3] itineribus ā magistrō dūcēbantur.

Tandem bellum inter Faliscōs et Rōmānōs gerēbātur et Rōmānae legiōnēs agrōs Faliscōrum vāstābant. Magister autem mōrēs pācis in bellī tempore nōn intermīsit: cotīdiē discipulōs sermōnibus grātissimīs[4] per agrōs dūcēbat. Dēnique puerōs, quī sē[5] in perīculō esse nōn sentiēbant, in castra Rōmāna ad imperātōrem perdūxit. Camillus, vir clārissimus,[6] tum imperātor cōpiārum Rōmānārum

* The story of Camillus and the schoolmaster is told in the following books:
HAAREN and POLAND. Famous Men of Rome, pp. 84–86.
HARDING. The City of the Seven Hills, pp. 81–82.
GUERBER. The Story of the Romans, pp. 101–102.
TAPPAN. The Story of the Roman People, pp. 50–51.

erat; cui[7] scelerātus magister dīxit: "Hī puerī sunt līberī prīncipum Faliscōrum. Sī tū eōs retinēbis,[8] patrēs eōrum et tōta cīvitās in potestātem tuam sē dēdent."

THE BOYS FLOG THEIR TREACHEROUS SCHOOLMASTER

Quae[9] ubi Camillus audīvit, "Nōn ad similem tuī," [10] inquit, "vēnistī. Nōs Rōmānī arma contrā puerōs nōn ferimus (*bear*)."

Vestīmentīs prīvārī deinde magistrum jussit et manūs [11] vincīrī. Tum imperātor puerīs virgās dedit. "Eīs virgīs illum magistrum scelerātum agite in urbem; ex castrīs meīs eum celeriter pellite; nam perfidia poenam semper meret."

795. Notes

1. **Grātior,** *more popular*; comparative degree of **grātus.**

2. **Modo . . . modo,** *at some times . . . at other times.*

3. Note the **-ior** in **breviōribus** and **longiōribus.**

4. **Grātissimus** is the superlative degree of **grātus**; *most* or *very agreeable.* Note the ending of the superlative.

5. **Sē** is the subject of **esse,** an infinitive in an indirect statement. Since **sē** is *reflexive,* it refers to the subject of the verb of thinking, **sentiēbant,** upon which **esse** depends. In such cases you should translate **sē** by a personal pronoun and not by a reflexive: as, *who did not realize that* ***they*** *were* (lit. *who did not realize* ***themselves*** *to be*).

6. **Clārissimus** is in what degree of comparison?

7. **Cui,** lit. *to whom,* may be translated here as a personal pronoun, *to him,* making the relative clause an independent sentence.

8. In what tense is **retinēbis**? By what tense is this tense translated after **sī**?

9. **Quae** is a relative pronoun, referring to something mentioned in the preceding sentence; *which things, which words.* In such cases the relative is best translated by a personal or demonstrative pronoun: as, *these things, these words.*

10. **Ad similem tuī,** *to a person like you.*

11. **Manūs,** (*his*) *hands*; a noun of the fourth declension.

796. The Comparison of Adjectives

We compare adjectives in English by using either the endings *-er* and *-est* or the adverbs *more* and *most.* Compare *long* and *beautiful.*

Latin adjectives are compared by adding endings. The comparative is regularly formed by adding **-ior** to the base of the positive: as, **longus** (base, **long-**), *long*; comparative,

longior, *longer*. The superlative is regularly formed by adding **-issimus** to the base of the positive: as, **longissimus**, *longest*.

These endings are found in Latin comparatives and superlatives occurring in English. Give the literal meanings of **superior** and **inferior**, **exterior** and **interior**. **Major**, *greater*, and **minor**, *less*, have **-or** instead of **-ior**. **Anterior** means situated *more* to the front, and **posterior**, *more* to the back. The superlative ending **-issimus** is less common in English. It occurs in musical terms, such as *pianissimo*, "very softly," and *fortissimo*, "very loudly" (through Italian).

Adjectives ending in **-er** form the superlative by adding **-rimus** to the positive: as, **miser, miserior, miserrimus**. A few adjectives ending in **-lis** form the superlative by adding **-limus** to the base: as, **facilis, facilior, facillimus**.

Learn the comparison of the regular adjectives given in the Appendix, page 18. Give all terminations of each degree.

The comparative and superlative are sometimes used in Latin to express a rather high, or a very high, degree of the quality, but without any comparison with other persons or things. In such cases the comparative may be translated *too*, *rather*, or *quite*; and the superlative, *very* or *exceedingly*.

797. Declension of the Comparative

The comparative belongs to the third declension and has two terminations; that is, it has one termination, **-ior**, for the masculine and feminine nominative singular, and one, **-ius**, for the neuter nominative singular. It is not, however, an i-stem. Thus the ablative singular ends in **-e**, the genitive plural in **-um**, and the neuter nominative and accusative plural in **-a**.

Learn the declension of the comparative as given in the Appendix, page 14, using the facts given above to aid you.

The superlative is declined like **bonus**.

798. Vocabulary

New Word	Related Word	Meaning
scrībō, -ere, scrīpsī, scrīptus	inscribe	(Meaning?)
scrīptor, scrīptōris, *m.*	*scrībō*	*writer*
intermittō, -mittere, -mīsī, -missus	intermission, *inter* + *mittō*	*suspend, stop, cease*
perdūcō, perdūcere, perdūxī, perductus	*per* + *dūcō*	*lead through, lead*
scelerātus, -a, -um		*wicked*
similis, simile	similar	*like*
prīvō, -āre, -āvī, -ātus	deprive	(Meaning?)
virga, -ae, *f.*		*rod, switch*
pellō, pellere, pepulī, pulsus	repel, *repellō*	*drive, defeat*
perfidia, -ae, *f.*	perfidy, *fīdus*	(Meaning?)

799. Application of Latin to English

1. Explain the meaning of the italicized words:

a. His *retention* of the position depends upon several factors.
b. The judge ordered the *detention* of the prisoner.
c. His attention was *intermittent.*
d. He was noted for his obstinacy and *pertinacity.*
e. His manner was *ingratiating.*

2. Explain the following derivatives of **similis,** *like*: *simil*ar, dis*simil*ar, *simil*arity, *simil*itude, re*semble*, as*simil*ate. To *simul*ate ignorance is to act like one who is ignorant, to pretend ignorance. A dream has the *sembl*ance of reality when it is like reality. To dis*simul*ate is to act in a way unlike and contrary to the reality; hence dis*simul*ation means hypocrisy, deceit. To dis*semble* one's real sentiments is to act in a way unlike or contrary to them, and thus to conceal them. A *simile* is a figure of speech in which one thing is said to be like another: as, "He is like a fox."

3. **Grātus**, *pleasing, agreeable*, has numerous derivatives. *Grat*eful in "grateful shade" preserves the meaning of pleasing. By the *grace* of God means according to the pleasure or by the favor of God. A person in dis*grace* is in disfavor. To *grat*ify someone is to give him pleasure.

4. The verb **faciō** appears in English in a much shortened form as the suffix *-fy*, meaning *to make*, as in *magnify* (from **magnus**), to make large. Form words with this suffix from **clārus, certus, nūllus**, and **deus**. Watch for other English words ending in *-fy*.

Drill and Review

800. Give the meaning of the following groups of related words:

super	movēre	scandere	regere
superāre	removēre	dēscendere	rēx
superbus	commovēre *	ascendere	rēgīna
superbia	permovēre		regiō
		nūntiāre	rēgia
	explēre	ēnūntiāre	rēgnum
	implēre	prōnūntiāre	rēgnāre
		renūntiāre	

801. Decline **via longior, dōnum grātius, verbum simile.**

802. Give the principal parts and the stems of **vocō, doceō, dīcō, capiō**, and **vinciō**. Give (with meanings) the present active and present passive infinitives of these verbs.

803. Read and translate:

1. Ad tē, quod meus amīcus es, id dōnum mittō. 2. Id quod tū facis ego probō. 3. Ā populō Rōmānō ea quae dux noster fēcerat laudāta sunt. 4. Ea quae ā sociīs postulābantur cīvibus nūntiābimus.

804. Compare **lātus, altus, miser**, and **fortis**. Decline the comparative of **lātus**, and the superlative of **miser**.

* The prefix con- (com-) frequently has an intensive or emphasizing force.

805. Read and translate:

1. Haec via est longa. Illa via est longior. Tua via est longissima. 2. Hostēs erant fortēs. Rōmānī erant fortiōrēs. Mīlitēs legiōnis decimae erant fortissimī. 3. Ille est fortissimus. Numquam fortiōrem virum vīdī. 4. Ego longissimō itinere vēnī; tū breviōre itinere vēnistī. 5. Ubi miseriōrēs servōs vīdistis? 6. Umbra altiōris arboris lātior erit. 7. Pīlum longius quam gladius erat.

806. Express in Latin the italicized words:

1. This mountain is *high*, but that one is *higher*. 2. Those rivers are *wider*. This river is *very wide*. 3. You were fighting *with a braver man*. 4. They had the *most wretched* slaves. 5. Caesar gave fields *to the braver soldiers*. 6. We live *in a wider street*.

807. Answer in Latin:

1. Quō magister cum discipulīs ambulābat?
2. Quibus in locīs magister puerōs docēbat?
3. Puerīne sē in perīculō esse sēnsērunt?
4. Quid magister Camillō dīxit?
5. Quibus verbīs Camillus respondit?
6. Quae erat poena magistrī?

808. Proceed as in previous exercises:

1. Injūriae eōrum sunt graviōrēs quam tuae. 2. Hūc venī. Tibi librōs novissimōs et gravissimōs mōnstrābō. 3. Quod nūlla flūmina legiōnēs impedient, hoc iter facilius erit. 4. Mūnīre castra erit facile; dēfendere castra erit facilius. 5. Illum locum castrīs magis idōneum invenient. 6. Per Alpēs, montēs altissimōs, Hannibal cum elephantīs iter fēcit et in Italiam cōpiās dūxit. 7. Nocte vōcēs mīlitum clāriōrēs erant. 8. Exīstimātisne hanc lēgem esse aequam? 9. Illī mīlitēs audācēs armīs prīvārī nōn dēbent. Armīs prīvātī pugnāre nōn poterunt.

LESSON 74

THE SEIZURE OF THE SABINE WOMEN

The story of the seizure of the Sabine women by Romulus and his followers is a very familiar one. If you do not know it, read first one of the accounts referred to below.*

Give all the possible forms of **fēminā, populō, marī, duce, fortī, longiōre; illīus, longius, nūntius; tenētis, mīlitis, lēgātīs, multīs.**

809. Rōma, quae ā Rōmulō strūcta est, prīmō parvum oppidum fuit. Rōmulus imāginem oppidī magis quam [1] oppidum fēcerat; nam paucī incolae erant. Putāvit sē [2] numerum incolārum augēre dēbēre. Itaque Rōmam asȳlum fēcit; et mox eō magna manus [3] latrōnum pāstōrumque fūgit, quī ex suīs cīvitātibus expulsī erant.

Sed neque Rōmulus ipse neque oppidānī uxōrēs habēbant. Lēgātōs igitur per fīnitimās gentēs mīsit et cōnūbium novō populō petīvit. Nusquam hī lēgātī benignē audītī sunt. Multī rogābant, "Cūr vester dux mulieribus quoque asȳlum Rōmae [4] nōn fēcit?" Rōmulus aegritūdinem animī dissimulāns [5] dolum parāvit; nūntiārī deinde fīnitimīs [6] spectāculum jussit. Ad hōs lūdōs multī ex vīcīnīs gentibus convēnērunt, maximē Sabīnī cum uxōribus et līberīs, quī pauca mīlia passuum [7] ā fīnibus Rōmānōrum habitābant.

* The story of the Sabine women is told in the following books:
HAAREN and POLAND. Famous Men of Rome, pp. 17–23.
GUERBER. The Story of the Romans, pp. 28–29.
HARDING. The City of the Seven Hills, pp. 17–18.
TAPPAN. The Story of the Roman People, pp. 4–5.

SABINE WOMEN

Ubi spectāculī tempus vēnit et mentēs et oculī omnium ad lūdōs versī sunt, signum ā duce Rōmānō datum est. Tum juvenēs Rōmānī discurrērunt et virginēs rapuērunt. Haec fuit statim causa bellī. Sabīnī bellum contrā Rōmānōs sūmpsērunt et impetum in oppidum Rōmam fēcērunt.

Deinde Rōmulus ad certāmen prōcessit et in eō locō ubi nunc forum Rōmānum est pugnam commīsit. Prīmō impetū vir inter Rōmānōs ēgregius, nōmine Hostīlius, interfectus est; cuius [8] morte commōtī [9] Rōmānī fugiēbant et eōdem tempore Sabīnī putābant sē [2] Rōmānōs vīcisse.[10] Tum mulierēs quae raptae erant in mediam pugnam prō-

cessērunt et pācem petīvērunt. Verbīs eārum hinc [11] patrēs hinc [11] marītī commōtī sunt, et inter Rōmānōs et Sabīnōs foedus factum est.

810. Notes

1. **Magis quam**, *more than*.

2. **Sē** is a reflexive pronoun, subject of an infinitive in an indirect statement after **putāvit**, *thought*. To whom does **sē** refer? How is it translated?

3. **Manus** is a noun of the *fourth declension*. The characteristic vowel of this declension is **u**, appearing in the ablative singular, **manū**, and the genitive plural, **manuum**.

4. **Rōmae**, *at Rome*, is *locative* case. This case is used instead of the ablative with **in** to express place where in names of towns and in a few other words: as, **Rōmae**, *at Rome*; **domī**, *at home*; **Athēnīs**, *at Athens*.

5. **Dissimulāns**, *concealing*; a present active participle modifying **Rōmulus**. Observe that it corresponds to the English participle ending in *-ing*.

6. **Fīnitimīs**, *neighbors*. What usage of an adjective?

7. **Mīlia passuum**, *miles*. The Roman **passus**, *pace*, was the distance from the point where the foot left the ground to the point where the same foot struck the ground. This distance was about five feet. A thousand paces made a mile. What case is **mīlia**, and why?

8. **Cuius**, lit. *whose*, should be translated here as a personal pronoun, *his*. Can you recall similar instances?

9. What part of the verb is **commōtī**?

10. **Vīcisse** is a perfect active infinitive, formed by adding **-isse** to the perfect stem. It expresses time before that of the verb of thinking upon which it depends: *they thought that they had conquered*.

11. **Hinc . . . hinc**, *on this side . . . on that side*.

811. The Fourth Declension

Nouns whose genitive singular ends in **-ūs** belong to the fourth declension. They are few in number in comparison with those of the first three declensions. Most of them are masculine; but **manus**, *hand*, and **domus**, *home*, are feminine.

Examine the declension of the model noun of the fourth declension, **manus**, in the Appendix, page 11, and list the points which will assist you. Then learn it thoroughly.

The ablative singular of **manus** is preserved in **manu***facture* and **manus***cript*. The phrases *casus belli*, "occasion for war," and *lapsus linguae*, "a slip of the tongue," contain words of the fourth declension in the nominative case. The phrases *in statu quo*, "in the same condition as before" (lit. "in the condition in which"), *in situ*, "in its (original) position," and *pari passu*, "with equal pace," contain nouns of the fourth declension in the ablative case.

812. *Sē* in Indirect Statements

The meaning of **sē** as subject of the infinitive in indirect statements should be carefully noted. It always refers back to the subject of the verb of *thinking*, *saying*, or the like which introduces the indirect statement, and thus shows that the subject of the infinitive is the same as the subject of the main verb. In such cases **sē** is not translated by a reflexive pronoun in English, but by a personal pronoun. Thus, **Rōmulus putāvit sē dēbēre** means *Romulus thought that he* (Romulus) *ought*; **puella putāvit sē dēbēre**, *the girl thought that she* (the girl) *ought*; **mīlitēs putāvērunt sē dēbēre**, *the soldiers thought that they* (the soldiers) *ought*.

When a person other than the subject of the main clause is referred to, the accusative of **is** or **ille** is used. Thus, **Rōmulus putāvit *eum* dēbēre** means *Romulus thought that he* (some other person) *ought*.

813. Vocabulary

New Word	Related Word	Meaning
struō, -ere, strūxī, strūctus	construct	(Meaning?)
imāgō, imāginis, *f.*	image	(Meaning?)
putō, -āre, -āvī, -ātus		*think*
asȳlum, -ī, *n.*	asylum	*place of refuge*
manus, -ūs, *f.*	manufacture	*hand, band*
latrō, latrōnis, *m.*		*brigand*
pāstor, pāstōris, *m.*	pastor	*shepherd*
expellō, -ere, -pulī, -pulsus	expel, *pellō*	(Meaning?)
cōnūbium, cōnūbī, *n.*		*right of marriage*
aegritūdō, -inis, *f.*		*sickness*
passus, -ūs, *m.*	pace	(Meaning?)
discurrō, discurrere, discurrī, discursus	*dis* + *currō*	*run in different directions*
impetus, -ūs, *m.*	impetus	*attack*

814. The Suffix *-bilis*

The suffix **-bilis** (**-ilis**) means "able to be," and forms adjectives from verbs: as, **horri*bilis*** (from **horreō**), *to be shuddered at, dreadful.* It appears in English as *-ble*: as, *horri**ble.*** Give the original Latin forms of the following words, with the meaning of each Latin word:

aud*ible*, doc*ile*, mo*bile*, culp*able*, laud*able*

815. Application of Latin to English

1. Explain the meaning of the italicized words:

a. The man was notorious for his *rapacity* and greed.
b. His talk was exceedingly rambling and *discursive.*
c. He is the *reputed* head of the organization.

2. The *pastor* of a church is so called because he is the shepherd of the flock. *Congregation* comes from **grex**, *flock.*

3. Study the following derivatives of **manus**, *hand*. *Man*ual training is training of the hand. A *man*ual on electricity is a handbook. *Man*acles are handcuffs. To *man*ipulate any substance is to handle it skillfully. To *man*age affairs well is

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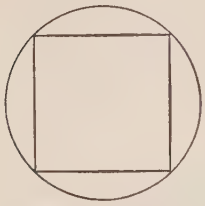
to handle them well. The *man*iple of the Roman army was a "handful" of men. An a*man*uensis is a person who writes (by hand) what another dictates, a secretary.

4. Study the following derivatives of **scrībere**, *to write*. A *scribe* is one who writes, and to *scrib*ble is to write hastily. The *Script*ure is Holy Writ. *Script* is something written. A post*script* is something written afterwards (*post-*), and a manu*script* meant originally something written by hand. To in*scribe* one's name is to write it on something. To sub-

scribe to a document is to write one's name underneath. To de*scribe* meant originally to write down, then, to tell fully about something. When a person's actions are greatly circum*scrib*ed, they are limited, as if a circle had been drawn around them. To pre*scribe* is to write something beforehand (*prae-*), and, hence, to give directions. From this comes the pre*script*ion of a physician. To pro*scribe* meant originally to put forth (*pro-*) someone's name in writing as condemned to death. To trans*cribe* notes is to write or copy them out in another place (*trans-*). To a*scribe* failure to absence is to write or set it down to that cause. The super*script*ion of a letter is written outside, or above (*super-*), the message.



A CIRCLE *CIRCUMSCRIBED* ABOUT A SQUARE

5. When the suffix *-ble* (*-le*), Latin **bilis** (**-ilis**), is added to a verb of the first conjugation, the word always ends in *-able*: as, port*able*, laud*able*. Supply the omitted vowel in the following words:

inhabit—ble, invulner—ble, incur—ble, ami—ble, culp—ble

If the verb is of any other conjugation than the first, the word *usually* ends in *-ible*: as, horr*ible*, terr*ible*. What is the omitted vowel in the following words?

aud—ble, doc—le, access—ble, invinc—ble

The suffix *-able* is sometimes added to verbs of other conjugations than the first: as, mov*able*, cap*able*.

5. Explain the meaning of the following words:

convertible	inevitable	invincible
curable	inexorable	irreparable
deplorable	inhabitable	irrevocable
inestimable	inseparable	portable
delectable	vulnerable	credible

Drill and Review

816. Decline **manus parva, passus longus, impetus similis.**

817. Make a synopsis of **putō** in the third singular; of **expellō** in the third plural; conjugate **prōcēdō** in the present, future, and perfect active indicative.

818. Give the present infinitive, active and passive, and the perfect passive participle of **laudō, terreō,** and **rapiō,** with their meanings.

819. Translate, with special care for the meaning of **sē**:

1. Mārcus putat sē esse laetum. 2. Cornēlia putat sē esse laetam. 3. Legiō decima putat sē laudārī dēbēre. 4. Sciēbant sē amīcōs habēre. 5. Nostrī putant sē ā lēgātō fortī dūcī. 6. Dīcunt sē labōrāre.

820. Write in Latin:

1. She knows that she is a pupil. 2. They say that they are sending aid. 3. He says he is writing. 4. He says that he (*some other person*) is writing. 5. They say that they (*not the speakers*) are coming.

821. What case expresses extent of time and space? What case expresses time when? time how long?

822. Read and translate:

1. Mīles manū dextrā gladium, manū sinistrā pīlum habet. 2. Fīnitimī impetūs facient. 3. Tredecim mīlia passuum prōcessērunt. 4. Iter mīlle passuum fēcerant. 5. Omnēs impetūs eōrum repulsī sunt. 6. Tum impetum facere parābant. 7. Manibus suīs mōnstrum rapuit.

823. Express in Latin:

1. In their hands they carried gifts. 2. I think their attacks are being repulsed. 3. We shall proceed a mile. 4. They had carried to a neighboring town the booty that they had seized. 5. The attack of the enemy will be quickly repulsed. 6. They fled ten miles. 7. I hear that which you are saying.

LESSON 75

QUINTUS FABIUS MAXIMUS

Quintus Fabius Maximus was one of the most distinguished members of the Fabian family, of which you have already heard (§ 556). In the Second Punic War, when the Romans had been badly beaten in northern Italy by Hannibal, Fabius was appointed dictator. Fabius' policy was not to engage in battle with Hannibal, but to cut him off from supplies and to harass him in other ways. This policy gained for Fabius the name *Cunctator*, " the Delayer," and is the origin of our expression "a Fabian policy." *

Give all possible forms of **diū, impetū; sinum, fīlium, cōnsulum, passuum; sē, suōs; breve, mōre, tē, mare; passūs, manū, manuī.**

824. Quīntus Fabius Maximus lēgātiōnis prīnceps fuit quam Rōmānī initiō secundī bellī Pūnicī Carthāginem [1] mīsērunt. Lēgātī ā Poenīs Hannibalem petēbant quod Saguntum, cīvitātem Hispāniae Rōmae [2] amīcissimam, oppugnāverat. Sed Poenī Hannibalem dēdere recūsāvērunt. Quam [3] ob rem [4] Fabius sinum ex togā fēcit et "Hīc," inquit, "vōbīs bellum et pācem portāmus. Utrum placet,[5] sūmite." Poenī "Bellum" clāmāvērunt. Tum Fabius togam excussit et bellum sē dare dīxit. Poenī sē accipere et bellum nōn minus ferōciter quam Rōmānī gestūrōs esse [6] respondērunt.

Posteā Hannibal cum exercitū Pyrēnaeōs et Alpēs superāvit et in Italiam vēnit. Ibi trēs imperātōrēs clārissimōs vīcit. Contrā hostem totiēns victōrem [7] Fabius

* The story of Fabius may be found in the following books:
GUERBER. The Story of the Romans, pp. 130–132.
TAPPAN. The Story of the Roman People, pp. 88–89.

FABIUS RIDES INTO THE PRESENCE OF THE CONSUL

dictātor missus est. Ratiōnem bellī mūtāvit. Nōn enim cum Hannibale proelium commīsit, sed ā frūmentō aliīsque rēbus prohibēbat et spem [4] fortitūdinemque exercitūs augēbat. Hōc cōnsiliō rem pūblicam servāvit et fāma eius reī semper apud Rōmānōs mānsit.

Fabius jam senex ad fīlium suum, quī cōnsul erat, lēgātus missus est. Fīlius obvius patrī (*to meet his father*) prōcessit. Ante cōnsulem prō (*according to*) mōre duodecim līctōrēs ambulābant. Senex equō vehēbātur neque dēscendit. Jam ex līctōribus ūndecim ob senectūtem et genus nōbile Fabī tacitī praeterierant (*had passed by*). Ubi hanc rem cōnsul vīdit, proximum līctōrem jussit clāmāre

patrī, "Ex equō dēscende." Statim pater dēscendit et "Nōn ego, fīlī," inquit, "tuum imperium contempsī, sed cognōscere cupīvī num scīrēs (*whether you knew*) cōnsulem tē esse."

825. Notes

1. What have you observed about the expression of *place to which* with names of towns?

2. **Rōmae** is to be connected with **amīcissimam**. What use of the dative case is this?

3. Remember that a relative referring to something in the preceding sentence should be translated as a demonstrative.

4. **Rem** is a noun of the *fifth declension*. The genitive singular is **reī**. **Spēs** and **diēs** are also of the fifth declension.

5. **Utrum placet**, *whichever pleases* (*you*).

6. **Gestūrōs esse**, (*they*) *would carry on*. **Gestūrōs esse** is a future active infinitive in an indirect statement; its subject is **sē**. The future infinitive expresses time *after* that of the verb of *thinking* upon which it depends.

7. **Victōrem**, *victorious*. A noun in apposition may sometimes be best translated as an adjective.

826. The Fifth Declension

This declension consists of a few nouns ending in **-ēs** in the nominative singular and in **-eī** in the genitive singular. Two nouns, **diēs**, *day*, and **rēs**, *thing*, are very important; they are declined in both numbers, while other nouns of this declension are usually declined in the singular only. All nouns of this declension are feminine except **diēs**, which is commonly masculine. **Merīdiēs** (*midday*) is always masculine.

Examine carefully the declension of **rēs** and **diēs**, as given in the Appendix, page 11, noting the points which will help you to remember them. Then learn them thoroughly.

The ablative singular of **rēs** is preserved in ***republic***, literally *a public matter*, "the Commonwealth." In business correspondence the phrase *in re* is occasionally used, meaning "in the matter of." The accusative plural is seen in *in medias res*, "into the midst of things."

The phrase *sine die* contains the ablative singular, **diē**. It is used in connection with Congress to indicate that an adjournment is made "without a day" set for reassembling. *Bona fide*, "in good faith," and *prima facie*, "at first view," also contain nouns of the fifth declension in the ablative singular.

827. Irregular Comparison of Adjectives

A number of adjectives are compared irregularly. You have met most of these words, in various degrees of comparison, as separate words in the Latin readings. Turn now to the Appendix, page 18, and learn the comparison of **bonus**, **malus**, **magnus**, **parvus**, and **multus**. Some of the forms are used in English without change; others have English derivatives. Note carefully the English words given under the Latin forms.

828. Vocabulary

New Word	Related Word	Meaning
lēgātiō, lēgātiōnis, *f.*	*lēgātus*	*embassy*
rēs, reī, *f.*		*thing*
sinus, sinūs, *m.*		*fold*
excutiō, excutere, excussī, excussus		*shake out*
ferōciter, *adv.*		*fiercely*
minus, *adv.*	minus	*less*
exercitus, exercitūs, *m.*		*army*
totiēns, *adv.*		*so many times*
ratiō, ratiōnis, *f.*	rational	*plan, reason*

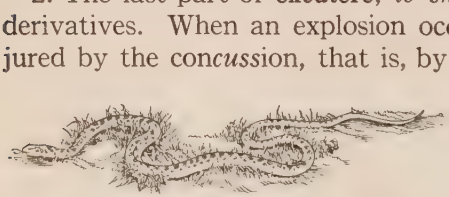
New Word	Related Word	Meaning
mūtō, -āre, -āvī, -ātus		*change*
spēs, speī, *f.*	*spērō, dēspērō*	*hope*
rēs pūblica, reī pūblicae, *f.*	republic	*state, public interests*
genus, generis, *n.*		*kind, family*
tacitus, -a, -um		*silent*
contemnō, -temnere, -tempsī, -temptus	contempt	*scorn*
diēs, diēī, *m.*	*per diem*	*day*

829. Application of Latin to English

1. Explain the meaning of the italicized words:

a. The laws of the Medes and Persians were *immutable.*
b. He *insinuated* himself into my confidence.
c. His conduct appeared utterly *irrational.*
d. The earth makes a *diurnal* rotation about its axis and an annual revolution about the sun.
e. Under the circumstances his *reticence* was remarkable.
f. He regarded this loss as a serious *deprivation.*

2. The last part of **excutere**, *to shake*, appears in several derivatives. When an explosion occurs, people may be injured by the con*cuss*ion, that is, by being thoroughly (*con-*) shaken by the impact of air. When the head is shaken up by a blow, con*cuss*ion of the brain may result. Events in Europe are said to have reper*cuss*ions in America when they cause disturbances here. A dis*cuss*ion is the shaking up of a topic from all angles (*dis-*) to get at the truth of the matter.



THE *SINUOUS* TRAIL OF A SNAKE

3. *Journal* is derived from **diēs**, *day*, and means, literally, *daily*. It is a doublet of *diurnal*. It has come to us through

French and has changed its spelling and meaning greatly. It was originally applied to a daily newspaper, but is now often used to describe periodicals that are not issued daily. Note the repetition of ideas in "The Daily Journal" and the contradiction in "a monthly journal." In bookkeeping, *journal* retains its original force of a "daily" record.

Drill and Review

830. Decline **lēgātiō Rōmāna, rēs similis, exercitus noster.**

831. Express in Latin:

1. Those things delighted them. 2. Now the days are shorter. 3. They will stay a part of the day. 4. The army made a journey of three days. 5. The enemies of the state are many. 6. They came into our territory with the hope of victory. 7. On that day we remained two hours in the city.

832. Proceed as in previous exercises:

1. Brūtus suā manū Caesarem vulnerāvit. 2. Illō diē cum exercitū ex agrīs eōrum discessit. 3. Putant sē plūrimās injūriās accipere. Quā rē in eōs impetum facient. 4. Alpēs, quās Hannibal ascendit, altiōrēs montēs quam Pȳrēnaeī sunt. 5. In forō vir clārissimus ōrātiōnem dē rē pūblicā habēbat. Numquam meliōrem ōrātiōnem audīvī. 6. Per sex diēs agmen eōrum minimō cum perīculō iter fēcit. 7. Vīgintī diēbus Rōmam perveniēmus. 8. Quot hōrae in ūnō diē sunt? Quot diēs in ūnō annō sunt? 9. Audīmus castra hostium quattuor mīlia passuum ā nōbīs abesse. 10. Elephantus caput maius quam equus habet. 11. Spēs hominēs nōn saepe relinquit. 12. Optimī cīvēs pācem, bellum pessimī tum postulābant. 13. Vestrum cōnsilium mihi melius vidētur. • 14. Ego multōs librōs habeō. Tū plūrēs librōs habēs. Ille plūrimōs librōs habet.

LESSON 76

CLOELIA, THE ROMAN HOSTAGE*

A Roman girl named Cloelia, one of the hostages given by the Romans to Porsena, managed to escape her guards and swam back across the Tiber to her friends, accompanied by a number of other girls. But the Romans, recognizing that Cloelia and the other girls belonged to Porsena by the rights of the treaty, sent the girls back to the Etruscans. The king, admiring the exploit of Cloelia, gave her permission to go home.

Give all possible forms of **obsidēs, diēs, rēgēs; parte, diē, maximē; obsidum, domum, cīvium, adventum, subsidium, exercitum.**

833. Memoriā tenētis Mūcium Scaevolam, adulēscentem nōbilissimum et fortissimum, Porsenam interficere[1] audācissimē sōlum[2] temptāvisse,[3] sed scrībam cum rēge sedentem[4] prō rēge ipsō interfectum esse.[5] Porsena prīmō juvenem ignibus circumdarī[1] jussit; posteā autem, ubi fortitūdinem eius cōnspexit, admīrātiōne magis quam īrā affectus, vincula secārī juvenemque dīmittī jussit. Pācem cum Rōmānīs maximā celeritāte cōnfirmāvit, obsidibusque acceptīs[6] exercitum ab Jāniculō dēdūxit et ex agrīs Rōmānīs excessit; id quod Rōmānīs grātissimum erat.

Inter obsidēs, quōs Porsena ex[7] condiciōnibus foederis sēcum dūxerat, erant et puerī et virginēs, līberī cīvium clārissimōrum. Ut accidit, rēx castra nōn procul ā Tiberī

* The story of Cloelia is told in the following books:
HARDING. The City of the Seven Hills, pp. 42–43.
GUERBER. The Story of the Romans, pp. 77–78.

flūmine posuerat.[8] At Cloelia virgō, ūna ex obsidibus ā Porsenā postulātīs, ā cūstōdibus Etrūscīs sē ēripere potuit; celeriterque cum tōtā manū puellārum trāns Tiberim inter

CLOELIA AND THE ROMAN GIRLS ESCAPE FROM THE ENEMY

tēla hostium trānāvit. Hōc modō Cloelia ipsa et reliquae puellae incolumēs Rōmam pervenīre potuērunt.

Quod[9] ubi rēgī nūntiātum est, īrā commōtus statim lēgātōs Rōmam mittere et reditum Cloeliae atque reliquārum obsidum postulāre cōnstituit. Rōmānī autem, quī sē ex foedere puellās jūre[10] retinēre[11] posse[11] nōn putābant, adventum lēgātōrum rēgis nōn exspectāvērunt, sed omnīs puellās in castra Porsenae remīsērunt.

Īra rēgis in admīrātiōnem versa est. Cloeliam nōn minus [12] audācem esse quam Mūcium [13] exīstimāvit. Itaque in magnō honōre puellam habuit, et post paucōs diēs eam cum majōre parte obsidum domum remīsit. Sīc fidēs et ā Porsenā et ā Rōmānīs servāta est.

834. Notes

1. What usage of the infinitive?

2. **Sōlus** is declined in the singular like **ūnus**, and in the plural like **bonus**. For five other words having the same irregularity see the Appendix, page 13.

3. **Temptāvisse**, a perfect active infinitive.

4. **Sedentem**, a present active participle, corresponding to the English participle in *-ing*. What does **sedentem** modify?

5. **Interfectum esse**, a perfect passive infinitive, formed by using **esse** with the perfect passive participle. Why does **interfectum** end in **-um**?

6. **Obsidibus acceptīs**, lit. *hostages having been accepted*. Translate *after receiving hostages*. In order to make certain that the terms of an agreement between nations or tribes would be carried out, it was the custom among the ancients to take or exchange hostages. These hostages were sometimes young persons, not infrequently the children of persons prominent in the community giving these pledges.

7. **Ex**, *in accordance with*.

8. **Castra pōnere** means *to pitch camp*.

9. **Quod**, *this*. When a relative pronoun refers to something in a preceding sentence, how is it to be translated? Here **quod** is the subject of **nūntiātum est**.

10. **Jūre**, *rightfully* (lit. *in accordance with right*).

11. What two uses of the infinitive do these words illustrate?

12. **Minus**, *less*; an adverb in the comparative degree, modifying **audācem**. After a comparative **quam** means *than*.

13. When **quam** occurs in comparisons, the second person or object compared agrees in case with the first.

835. Regular Comparison of Adverbs

The positive of an adverb is formed by adding **-ē** to the base of an adjective of the first and second declensions and by adding **-ter** to the base of an adjective of the third declension: as, **certē** from **certus** and **fortiter** from **fortis**.

The comparative of the adverb is the same as the neuter comparative of the adjective and ends in **-ius**: as, **fortius**, *more bravely*. Note that the ending **-ter** of the positive does not appear in the other degrees.

The superlative of the adverb is formed by adding **-ē** to the base of the superlative adjective: as, **fortissimē**, *most bravely*, from **fortissimus**; **miserrimē**, *most wretchedly*, from **miserrimus**; **facillimē**, *most easily*, from **facillimus**.

Learn the comparison of the regular adverbs in the Appendix, page 18.

836. Irregular Comparison of Adverbs

The adverbs corresponding to the irregular adjectives are also compared irregularly: as, **male, peius, pessimē**. See the Appendix, page 18.

837. The Perfect Infinitive, Active and Passive

The perfect active infinitive is formed by adding **-isse** to the perfect stem: as, **vocāv-isse**, *to have called*.

The perfect passive infinitive is formed by using **esse** with the perfect passive participle: as, **vocātum esse**, *to have been called*. The participle agrees with the subject, which is in the accusative case.

Learn the perfect active infinitive of the model verbs, in the Appendix, page 25.

The perfect infinitive occurs most commonly in indirect statements. It expresses time *before* that of the main verb.

838. Vocabulary

New Word	Related Word	Meaning
nōbilis, -e	noble	(Meaning?)
circumdō, circumdare, circumdedī, circumdatus	*circum* + *dō*	*put around, surround*
cōnspiciō, cōnspicere, cōnspexī, cōnspectus	*spectō*	*see, behold*
admīrātiō, admīrātiōnis, *f.*	admiration	(Meaning?)
secō, secāre, secuī, sectus	dissect	*cut*
dīmittō, dīmittere, dīmīsī, dīmissus	dismiss, *dis* + *mittō*	*send away*
dēdūcō, dēdūcere, dēdūxī, dēductus	deduce, *dē* + *dūcō*	*lead away*
obses, obsidis, *m.*		*hostage*
pōnō, pōnere, posuī, positus	position	*place, put*
ēripiō, ēripere, ēripuī, ēreptus	*ex* + *rapiō*	*snatch away*
reditus, -ūs, *m.*		*return*
adventus, -ūs, *m.*	advent	*arrival*
remittō, remittere, remīsī, remissus	remit, *re* + *mittō*	*send back*
fidēs, fideī, *f.*	fidelity	*faith, trust*

839. Application of Latin to English

1. Explain the meaning of the italicized words:

a. The argument seems *incontrovertible.*
b. I *inadvertently* omitted to sign the letter.
c. We *expostulated* with him upon his conduct.

d. She is skillful in *natation*.
e. This much is the *irreducible* minimum.
f. From this fact several *deductions* may safely be drawn.
g. The *vivisection* of animals was opposed by the society.
h. He put every possible *obstruction* in the way.
i. His aim was the *regeneration* of mankind.

2. Study the following derivatives of **pōnere**, *to place, put, lay, set*. They are formed from the stems **pōn** and **posit**. To de*posit* money in the bank is to lay it away. When soil is de*posit*ed by a river it is laid down. The de*posit*ion of a king is the putting away, or removal, of the king from office; he is "laid off." The im*posit*ion of taxes is the laying on of taxes. An im*post*or is one who "puts on" a false name, hence, one who pretends to be what he is not. Explain the derivation of com*posite*, com*posit*ion, ex*posit*ion, op*posit*ion, opp*on*ent, pro*pon*ent, pro*posit*ion, im*posit*ion, juxta*posit*ion. Explain the meaning of **impōnō** and **prōpōnō**.

WHY IS HE CALLED A *COMPOSITOR*?

3. **Pōnere** is the basis of numerous technical terms in grammar and mathematics. An ap*posit*ive is so called because it is placed next to the word it explains. A pre*posit*ion is usually placed before the noun it governs. What is meant by a com*pound* sentence?

4. *Recipe* is the second singular of the imperative of **recipere**, *to take*. It has come into English through its use in the prescriptions of physicians, which frequently begin with an abbreviation of **recipe**, ℞, meaning "Take this." It is now a noun, meaning any formula for food.

Drill and Review

840. Proceed as in previous exercises:

1. Rōma quīndecim mīlia passuum ab ōre (ōs, *mouth*) Tiberis abest. 2. Rōmānī et Sabīnī ā mulieribus jussī pācem cōnfirmāvērunt. 3. Per magnam partem orbis terrārum sōl multōs diēs vidērī nōn potest. 4. Adventus Caesaris sociīs spem auxit. 5. Rōma caput orbis terrārum multōs annōs fuit. 6. Explōrātōrēs dīcēbant hostēs prope flūmen castra pōnere. 7. Multa genera arborum in silvīs vidērī possunt. 8. Quā dē causā gentēs Galliae contrā Rōmānōs bellum sūmpsērunt? 9. Audīmus Rōmānōs cōpiās ex illīs fīnibus dēdūcere. 10. Scīmus in ūnō diē esse vīgintī quattuor hōrās. 11. Tandem spē prīvātī sē interfēcērunt. 12. In librīs dē bellō Gallicō Caesar scrībit omnium Gallōrum fortissimōs esse Belgās (*the Belgians*). 13. Centum equitēs in cornū sinistrō legiōnem septimam antecēdēbant. 14. Postquam signum proelī merīdiē datum est, hostēs multitūdine equitum nostrōs circumdare incipiēbant. 15. Vērī cīvēs salūtem pūblicam nōn neglegent. 16. Captīvī ad pedēs nostrī ducis sē prōjēcērunt; tum, auctōritāte eius impulsī, cōnsilia hostium ēnūntiāvērunt. 17. Octāvō diē omnēs rēs perfectae erunt et bellum cōnfectum erit. 18. Dum trāns Tiberim trānat, Cloelia tēlīs hostium sē obicit (*exposes*). 19. Ex eō locō pīla in nostrōs conicere coepērunt. 20. Quī opus nōn prōficit dēficit. 21. Ōrātiō eius, quam lēgī, mihi (= mē) nōn satisfacit. 22. Crēdō lapidem ab lītore in illam nāvem facile adicī posse. 23. Caesar sua cōnsilia prōnūntiārī jussit. 24. Ōrātor cīvibus rēs gestās (*deeds*) Hannibalis prōpōnēbat.

LESSON 77

THE STORY OF SERVIUS TULLIUS *

841. In librīs scrīptōrum antīquōrum legimus septem fuisse [1] rēgēs Rōmānōrum. Servius Tullius, rēx sextus, ex gente nōbilī nātus est; sed ipse multōs annōs in familiā [2] Tarquinī Prīscī, rēgis quīntī, servus vīxit. Tanaquil enim, Tarquinī uxor, puerum propter ingenium magnopere amābat. Itaque Servius cum līberīs rēgis lūdēbat, atque in lūdō cum illīs ēducātus est.

Juvenis ab omnibus virtūte [3] et cōnsiliō [3] ēgregius jūdicātus est. In proeliō, in quō rēx Tarquinius contrā Sabīnōs contendēbat, Servius magnam partem mīlitum Rōmānōrum sēgnius [4] pugnāre forte intellegēbat. Tum sē virum maximae virtūtis esse ostendit. Nam sine morā ex manibus signiferī (*standard bearer*) signum rapuit et in [5] hostem mīsit. Tum mīlitēs fortius [6] pugnantēs [7] proelium commīsērunt, et nōn sōlum signum recēpērunt sed etiam victōriam reportāvērunt.

Postquam Tarquinius ab inimīcīs caesus est, Tanaquil mortem eius cēlāvit et populō nūntiāvit rēgem grave vulnus accēpisse [8] et jussisse [8] Servium interim regere. Sīc Servius Tullius in sēde rēgiā sedēns [9] rēgnāre coepit, sed rēctē rem pūblicam administrāvit. Multa erant opera eius

* The story of Servius Tullius may be found in one of the following books:
HAAREN and POLAND. Famous Men of Rome, pp. 46–50.
TAPPAN. The Story of the Roman People, pp. 17–21.
GUERBER. The Story of the Romans, pp. 50–54.

rēgis. Dīcitur Sabīnōs vīcisse; trēs montēs, Quirīnālem, Vīmināle m, Ēsquilīnum urbī jūnxisse; mūrum [10] circiter quīnque mīlia passuum fossamque circum Rōmam dūxisse; in monte Aventīnō templum Diānae aedificāvisse.

Servius Tullius fīliam alteram [11] ferōcem, mītem alteram [11] habuit. Quod Tarquinī fīliōs esse similēs animō [12] vidēbat, ferōcem mītī, mītem ferōcī in mātrimōnium dedit; nam duo violenta ingenia mātrimōniō jungī nōn cupiēbat. Sed mītēs seu [13] forte seu [13] fraude periērunt; ferōcēs mōrum [14] similitūdō conjūnxit. Tum Tarquinius scelerātus senātum convocāvit et sibi rēgnum paternum postulāvit. Posteā Servius, quī ad cūriam properāverat, dē gradibus cūriae ab Tarquiniō dējectus, in viā occīsus est. Tullia scelerāta statim in forum vēnit et prīma rēgem salūtāvit. Dum carpentō domum vehitur, vehiculum per patris corpus adhūc in viā jacēns [9] agī jussit; unde vīcus ille Scelerātus dictus est.

842. Notes

1. **Fuisse**, the perfect infinitive of **sum**.
2. **Familiā**, *household*.
3. What use of the ablative?
4. **Sēgnius**, *rather sluggishly*, comparative of the adverb.
5. **In**, *into the midst of*.
6. **Fortius**, comparative of the adverb.
7. **Pugnantēs**, present active participle. Observe the significant letters **-nt-**. What is the ending of the corresponding English participle?
8. Since **accĕpisse** and **jussisse** express time before that of a past main verb, **nūntiāvit**, they will be translated as past perfects.

9. **Sedēns** and **jacēns** are present active participles, declined like **ingēns**.

10. This was the famous Servian Wall.

11. **Alteram . . . alteram**, *one . . . the other.*

12. **Similēs animō**, *similar in disposition.*

13. **Seu . . . seu**, *either . . . or.*

14. **Mōrum**, *of character.*

843. Summary of the Uses of the Accusative Case

The uses of the accusative case in Latin are very easy to understand and recognize because they are similar to the uses of the objective case in English. They are as follows:

1. Direct object.
2. Object of a preposition.
3. Place to which with **ad** or **in**.
4. Subject of an infinitive.
5. Time how long.
6. Extent of space.

Find illustrations of all these uses in this lesson.

844. Three Uses of the Genitive Case

The majority of genitives which you have met in reading express possession. These have been translated either by the English possessive case or by the objective case with *of*; for example, **cum līberīs rēgis**, *with the king's children* or *with the children of the king*. A few have expressed other ideas, but, since these correspond to the English objective with *of*, they have caused you no difficulty. Some examples of the genitive case expressing ideas other than possession are found in this lesson.

In **magnam partem mīlitum Rōmānōrum** the genitive evidently does not tell *whose part* and, therefore, does not express possession. It names a group, **mīlitum Rōmānōrum**,

of which a part is referred to. Since the genitive refers to a large group of which a part is taken, it is called the *genitive of the whole*. It always depends upon a word meaning a *part*. Find another genitive of the whole in this story.

In **virum maximae virtūtis** the genitive **maximae virtūtis** tells what kind of man Servius showed himself to be. Since it describes **virum** it is called *genitive of description*.

845. Vocabulary

New Word	Related Word	Meaning
legō, legere, lēgī, lēctus	legible	*read, gather*
nāscor, nāscī, nātus sum	cognate	*be born*
vīvō, vīvere, vīxī, vīctus	revive, *vīvus*	(Meaning?)
lūdō, lūdere, lūsī, lūsus	*lūdus*	*play*
jūdicō, jūdicāre, jūdicāvī, jūdicātus	judge	*judge, consider*
intellegō, intellegere, intellēxī, intellēctus	intellect	*understand, learn*
ostendō, ostendere, ostendī, ostentus	ostentation	*show*
regō, -ere, rēxī, rēctus	direct, *rēx*	*rule, guide*
rēgius, -a, -um	*rēx*	*royal*
coepī, coepisse		*began*
opus, operis, *n.*	coöperate	*work*
jungō, jungere, jūnxī, jūnctus	junction	*join*
circiter, *adv.*	*circum*	*about*
ferōx, ferōcis	ferocity	*cruel*
mītis, -e		*gentle*
violentus, -a, -um	violent	(Meaning?)
fraus, fraudis, *f.*	fraud	(Meaning?)
pereō, perīre, periī, peritus	perish	*die, pass away*
similitūdō, -inis, *f.*	*similis* + *tūdō*	(Meaning?)

New Word	Related Word	Meaning
conjungō, conjungere, conjūnxī, conjūnctus	conjunction, *con + jungō*	(Meaning?)
paternus, -a, -um	pater	*paternal*
cūria, -ae, *f.*		*senate house*
gradus, -ūs, *m.*	grade	*step*
dēiciō, dēicere, dējēcī, dējectus	dejection, *dē + jaciō*	*throw down*
occīdō, occīdere, occīdī, occīsus	*caedō*	*kill*
carpentum, -ī, *n.*		*carriage*
vīcus, -ī, *m.*		*street, village*

846. Application of Latin to English

1. Explain the meaning of the italicized words:

a. His drawings disclosed a certain *nascent* ability.
b. While the offense was a serious one, there were several *mitigating* circumstances.
c. His expectation of wealth proved a *delusion.*
d. He was declared *ineligible* for the office.
e. This regulation is now *inoperative.*

2. State with what Latin word the italicized word in each of the following phrases is connected by derivation:

a *natal* day, a *dirigible* airship, an *unmitigated* evil, a *fraudulent* enterprise, a *selected* group, res *adjudicata.*

3. *Renaissance* is derived from **nāscī,** *be born,* and means the rebirth of classical learning which took place in Europe from the fourteenth to the sixteenth century.

4. **Vīcus** meant originally a row of houses, and "to live in the vicinity" meant to live in the same row of houses and, hence, in the neighborhood.

5. Explain the *sc* in *nascent* and the *c* in *victuals.*

Drill and Review

847. Proceed as in previous exercises:

1. Servī in agrōs compulsī frūmentum secant. 2. Altitūdō illīus mūrī saxīs magnīs explētur. 3. Interdum in proeliō mīlitēs equīs (*on horseback*) impōnēbantur. 4. Omnium rērum inopiā adductī, septimō diē lēgātōs ad Caesarem dē pāce mīsērunt. 5. Dictātor in locō pūblicō prōnūntiat difficile esse ratiōnem bellī mūtāre. 6. Labiēnus suōs intrā castra continēbat; hostēs sub mūrōs succēdēbant et ex omnibus partibus tēla coniciēbant. 7. Postquam ea rēs ēnūntiāta est, spēs reī pūblicae aucta est. 8. Putāmus bellum celeriter cōnficī posse. 9. Nauta perterritus sē ex nāve prōjēcit et ad lītus natāre coepit. 10. Exspectābat fīlium, quem multīs ante diēbus praemīserat. 11. Nihil hīs rēbus prōficī potest. 12. Lūdite, puerī, dum est facultās. 13. Merīdiē gregēs sub arboribus quiētem petēbant. 14. In cornū sinistrō multitūdō Gallōrum impetum nostrōrum sustinēbat. 15. Omnēs nōbilēs hīs difficultātibus permovērī incipiunt. 16. Multum verbīs vērīs prōficitur. 17. Centum virī vulnerātī ab cornū dextrō remissī erant. 18. Quot genera avium prope mare vīvunt!

LESSON 78

THE DEVELOPMENT OF LANGUAGE

You have noted repeatedly the similarity of Latin to the Romance languages and of Latin vocabulary to English vocabulary. You have further observed that there are close resemblances between Latin and the Anglo-Saxon element in English: in vocabulary (māter, mother), in inflections (su*m*, a*m*; eu*m*, hi*m*), and in syntax (subject of an infinitive, the dative with adjectives of nearness). How are all these resemblances accounted for?

About five thousand years ago there lived in northern or northeastern Europe a remarkable race of people who spoke a language which we call the Aryan or Indo-European language. From this language are derived all the main languages of Europe, including Latin with the Romance languages, Greek, Celtic, German, the Anglo-Saxon part of English, and also Sanskrit, the ancient language of India.

Note the similarity between the words for *father* and *is* in these languages:

English (Anglo-Saxon)	father	is
Latin	pater	est
Greek	patér	estí
German	vater	ist
Sanskrit	pitár	ásti

No written remains of this old Aryan language have

come down to us. In fact it probably never was written. But scholars have long been agreed that the only possible explanation for the many resemblances existing between these languages, such as those given above, is that they are all descended from a common parent language.

This ancient Aryan people gradually spread into southern and western Europe in various waves of migration. One wave passed into Greece, and the Aryan language gradually changed, as all languages do, and became what we now call Greek. In Italy the Aryan language became Latin, in western Europe Celtic, and in central Europe Germanic. Anglo-Saxon is a branch of Germanic. One migration went eastward into India, and the language that developed from the Aryan there is called Sanskrit.

Accordingly we may say that Anglo-Saxon and Latin are brother-languages, or, to use the technical term, cognate languages. This is very important in connection with the study of Latin. The syntax and inflections of English are Anglo-Saxon, but, since Anglo-Saxon and Latin are derived from the same parent language, we naturally expect to find resemblances even in syntax and inflections. Many of these resemblances you have already noted.

Summary. The Romance languages, including French, Italian, Portuguese, Roumanian, and the Spanish of Europe, Mexico, and South America are all descended from Latin. English is descended from Anglo-Saxon but owes to Latin a great part of its vocabulary. Latin, Greek, Sanskrit, Celtic, and Germanic, including Anglo-Saxon, are all derived from a common parent language that must once have existed in the distant past.

APPENDIX

THE PUPIL'S NOTEBOOK

The four parts suggested below for your notebook represent some of the more important topics connected with your study of Latin for which you will find material outside the Latin class. Add any other topics relating to the Roman people or to the Latin language in which your class as a whole may be interested or which you may wish to follow up by yourself and include in your notebook.

Part I: References to Things Roman and Greek. Part I may contain any information about the Romans that you discover in your reading. For instance, you may run across such a statement as this: "The unrest of the farmers has called many a Cincinnatus from the plow." Put such a sentence in your notebook. *Life* and the *Literary Digest* often contain cartoons based on Greek or Roman subjects appropriate for your notebook. Or you may see an advertisement in which a classical name is used: as, "Hercules Powder Co.," "Ajax Tires," "Phoenix Fire Insurance," "Atlas Cement." Make a collection of these advertisements. Or you may collect from illustrated magazines and newspaper supplements pictures of ancient Rome and the life of the Romans.

Part II: Latin Words and Phrases occurring in English. Illustrations of this type were given in chapter III of the Introduction, page xx. From now on watch for these and similar Latin words, phrases, and abbreviations occurring in sentences in your English reading, especially in newspapers and periodicals.

Part III: English Words retaining their Original Latin Form. Examples of such words were given in chapter III of the Introduction, page xxi. See how many more words of this type you can find occurring in sentences.

Part IV: English Words derived from Latin. Part IV may be devoted to recording English derivatives. It may be arranged in various ways. One is suggested here:

English Word	Latin Word	Meaning of Latin Word	Meaning of English Word
virile	**vir**	*man*	*manly*, forceful

Space may be left under each word for copying, or pasting in, an English sentence which you may find, illustrating the use of the word.

PRONUNCIATION

The Sounds of the Letters. The sounds of the vowels, of the commonest diphthongs, and of certain consonants were given in chapter IV of the Introduction, page xxvi. In addition, there are the following peculiarities of Latin pronunciation:

b before **s** or **t** has the sound of *p*.
ng has the sound of *ng* in *singing*.
nqu has the sound of *nqu* in *relinquish*.
x has the sound of *x* in *extra*.
ch has the sound of *k*.
ph has the sound of *f*.
th has the sound of *t*.

The Quantity of Vowels. The long vowels of this book are marked with a macron (¯); other vowels are short. In general, the quantity of Latin vowels must be memorized. But a vowel is short before another vowel or **h**, before **nt**, and before final **m** and **t**.

Syllables. A Latin word has as many syllables as it has vowels and diphthongs: **ō-ce′-a-nus, proe′-li-um.**

When a word is divided into syllables, a single consonant between two vowels is joined with the vowel following it: **lā-ti-tū′-dō, fī′-li-a, i-ti′-ne-ra.**

Doubled consonants are divided: **ter-ra, an-nus.**

When there are two or more consonants between two vowels, the division is made before the last consonant: **om′ni-bus, vīnc′-tī.** But a consonant followed by **l** or **r** is pronounced with the **l** or **r**: **pū′-bli-cus.**

The syllable next to the last is called the *penult* (from **paene**, *almost*, and **ultima**, *last*); the one before the penult is called the *antepenult*.

The Quantity of Syllables. Syllables are said to be long or short according to the length of time required to pronounce them. Distinguish carefully between a long *vowel* and a long *syllable*.

A syllable containing a long vowel or diphthong naturally takes a longer time to pronounce than one containing a short vowel, and is said to be *long by nature*: **pic-tū-ra, prae-mi-um.**

A syllable containing a short vowel followed by a consonant *in the same syllable* takes longer to pronounce than one containing a short vowel with no consonant after it in the same syllable, and is said to be *long by position*. Thus a syllable is long by position when it contains a short vowel followed by two or more consonants (or **x**), unless these two consonants consist of a mute (**p, b, t, d, c, g**) and a liquid (**l, r**): **dē-trī-men-tum.**

H was lightly sounded and did not help to make a syllable long by position.

Accent. Words of two syllables are accented on the first syllable: **pa′-ter.**

Words of more than two syllables are accented on the penult when it is long, otherwise on the antepenult; **dē-mōns-trā′-re, ce-le′-ri-tās.**

VOCABULARY REVIEWS

The following lists of words are to be mastered with the utmost thoroughness, so that you can give their meanings instantly.

There is a certain danger in learning by heart particular English equivalents of Latin words, and you will always need to be on your guard against it when you are translating Latin sentences. There is scarcely any Latin word for which there is one English equivalent that covers exactly the same ground as the Latin word and is always to be used in translating it. Words get their meanings largely from the context in which they are used, that is, from the general meaning of the sentence, and thus have many shades of meaning, which should be brought out by using different English words in translating the same Latin word.

The English equivalent which you learn will assist you in remembering the *central idea* of the word, but it will frequently, and in some cases usually, *not* be the best translation of the Latin word when met in a Latin sentence. This is a very important idea for you to grasp. For if you should go through your Latin course always translating the words given in these lists by the same English equivalents, you would impoverish your English vocabulary instead of enriching it. For example, there are probably ten different English words which you should use in translating **magnus** in different contexts; the equivalent, *great*, commonly given to show the key idea of the word, should rarely be used. Practice in translating Latin will be a valuable means of enlarging your English vocabulary if you constantly seek for *just the right word*. On the other hand, you can see how flat, wooden, and unnatural your translations will be if you invariably use the same word in translating a given Latin word: as, *great* for **magnus**.

These vocabulary reviews include one half of the words prescribed for the first two years by the 1928 Syllabus of New York State. The other half of these Syllabus words appear in the vocabulary reviews in "Latin for Today: Second-Year Course." Words not in the 1928 Syllabus list for the first two years are starred. The following reviews include also one half of the words recommended by the College Entrance Examination Board for the first two years.

List 1, Lessons 1-6

1. amō
2. antīqua *
3. barbara
4. bene
5. cūr
6. cūrō
7. doceō
8. est
9. et
10. fīlia
11. habeō
12. in
13. īnsula
14. lāta
15. laudō
16. lingua
17. longa
18. magna
19. mēnsa
20. nam
21. -ne
22. nōn
23. nova
24. nunc
25. parva
26. portō
27. prōvincia
28. puella
29. quis
30. quod
31. quoque
32. sed
33. sedeō *
34. spectō
35. terra
36. ubi
37. videō

List 2, Lessons 7-12

38. aestās
39. amīcus
40. annus
41. appropinquō
42. aqua
43. bonus
44. campus
45. carrus
46. clāmō
47. decem
48. dēsīderō *
49. dominus
50. duo
51. ego
52. equus
53. et . . . et
54. fēmina
55. fīlius
56. hiems
57. juvō *
58. labōrō
59. mōnstrō *
60. multus
61. novem
62. nūllus
63. octō
64. pecūnia
65. puer
66. quattuor
67. quīnque
68. respondeō
69. rogō
70. semper
71. septem
72. servus
73. sex
74. stō
75. toga
76. trēs
77. tū
78. tum
79. ūnus
80. vesper
81. via
82. vīlla
83. vir
84. vocō

List 3, Lessons 13-17

85. ad
86. agricola
87. ante
88. arma
89. bellum
90. circum
91. dēbeō
92. dīligentia *
93. gladius
94. hōra
95. itaque
96. jam
97. liber
98. locus
99. magister
100. magnopere
101. miser
102. neque
neque
103. noster
104. per
105. perīculum
106. probō *
107. proelium
108. prope
109. pugnō
110. quam
111. quō
112. saepe
113. tandem
114. tardus
115. terreō *
116. timeō
117. tuus
118. valeō
119. vester

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List 1, Lessons 1–6

1. love
2. ancient, old-time *
3. foreign, rude
4. well
5. why
6. care for, provide
7. teach, inform
8. is
9. and
10. daughter
11. have, hold
12. in, into
13. island
14. wide
15. praise
16. tongue, language
17. long
18. great
19. table, dish
20. for
21. interrogative particle
22. not
23. new
24. now
25. small
26. carry
27. province
28. girl
29. who, any
30. because
31. also, too
32. but
33. sit *
34. look at
35. earth, land
36. where, when
37. see

List 2, Lessons 7–12

38. summer
39. friendly
40. year
41. approach
42. water
43. good
44. plain, field
45. wagon, cart
46. shout, cry
47. ten
48. desire, long for *
49. master
50. two
51. I
52. horse
53. both . . . and
54. woman
55. son
56. winter
57. aid, please *
58. toil, suffer
59. point out *
60. much; *plur.* many
61. nine
62. none, no
63. eight
64. money
65. boy
66. four
67. five
68. answer
69. ask, ask for
70. always
71. seven
72. slave
73. six
74. stand
75. toga
76. three
77. thou, you
78. at that time
79. one
80. evening
81. way, road
82. farmhouse
83. man
84. call

List 3, Lessons 13–17

85. to, toward, near
86. farmer
87. before
88. arms, implements
89. war
90. around
91. owe, ought
92. carefulness *
93. sword
94. hour
95. and thus, therefore
96. now, already, presently
97. book
98. place
99. master, teacher, helmsman
100. greatly
101. wretched
102. neither . . . nor
103. our, ours
104. through
105. trial, danger
106. prove, approve *
107. battle
108. near, near by
109. fight
110. how, as, than
111. whither
112. often
113. at length *
114. slow
115. frighten *
116. be afraid, fear
117. thy, thine, your, yours
118. be strong
119. your, yours

List 4, Lessons 18–22

120. adsum
121. altus
122. amplus
123. cōpia
124. deus
125. dō
126. fortūna
127. grātus*
128. hīc (*adv.*)
129. ibi
130. imperium
131. inter
132. ita
133. lītera
134. lūna
135. malus
136. maneō
137. maritimus
138. maximus *
139. meus
140. moneō
141. moveō
142. mūrus
143. nauta
144. nāvigō
145. nūntiō
146. nūntius
147. parō
148. patria
149. paucī
150. plēnus *
151. poēta
152. silva
153. summus *
154. trāns
155. unda *
156. ventus
157. vīta

List 5, Lessons 23–27

158. ā, ab
159. appellō
160. cum
161. dexter
162. dum
163. dūrus *
164. ē, ex
165. exspectō
166. grex *
167. igitur *
168. medius
169. memoria
170. mora
171. nōndum
172. nōnus
173. num *
174. numerus
175. pater
176. sī
177. signum
178. sine
179. sinister
180. spatium
181. subitō
182. teneō
183. terminus *
184. tertius
185. timidus
186. ultrā
187. verbum

List 6, Lessons 28–32

188. ager
189. augeō
190. aut
191. cēterī
192. contrā
193. dē
194. dēleō *
195. diū
196. dubitō
197. etiam
198. exemplum *
199. forte *
200. glōria *
201. interim
202. līberō
203. nōtus
204. occupō
205. oculus
206. oppidum
207. populus
208. posteā
209. praeda
210. prō
211. propter
212. pugna
213. rīpa
214. rota *
215. servō
216. socius
217. sōlus
218. soror
219. spīrō *
220. statim
221. superō
222. tamen
223. vīcīnus
224. victōria
225. vulnerō

List 7, Lessons 33–37

226. absum
227. animus
228. apud
229. aut . . . aut
230. autem
231. auxilium
232. captīvus
233. castra
234. cōnsilium
235. cūra *
236. decimus
237. factum
238. fāma
239. familia

List 4, Lessons 18–22

120. be near, be present
121. high, deep
122. large, splendid
123. supply, abundance; *plur.* forces
124. god
125. give
126. chance, fortune
127. pleasing, grateful*
128. here, at this point
129. there
130. command, power
131. between, among
132. thus, so
133. letter (of the alphabet); *plur.* a letter, letters
134. moon
135. bad
136. stay, remain
137. of the sea, maritime
138. very large, greatest, largest *
139. my, mine
140. warn, advise
141. move
142. (town) wall
143. sailor
144. sail
145. give news, announce
146. news, message, messenger
147. make ready, prepare
148. one's country
149. a few, few
150. full *
151. poet
152. forest
153. greatest, highest *
154. across
155. wave *
156. wind
157. life

List 5, Lessons 23–27

158. from, away from, by
159. name, call
160. with
161. right (of direction)
162. while, as long as, provided, until
163. hard, harsh *
164. out of
165. look out for, wait for
166. herd, crowd *
167. therefore, thus *
168. middle
169. memory
170. delay
171. not yet
172. ninth
173. (a question particle)*
174. number
175. father
176. if
177. sign, signal, standard
178. without
179. left (of direction)
180. space
181. suddenly
182. hold
183. boundary line, limit*
184. third
185. fearful, cowardly
186. beyond
187. word

List 6, Lessons 28–32

188. field, country
189. make grow, increase
190. or
191. the others, the rest
192. against, opposite
193. down from, concerning
194. destroy *
195. a long time
196. hesitate, doubt
197. also, even
198. sample, example *
199. by chance *
200. renown, glory *
201. meanwhile
202. set free
203. known
204. seize
205. eye
206. town
207. people, nation
208. after that, afterwards
209. prey, booty
210. in front of, in behalf of
211. near, on account of
212. fight
213. bank, shore
214. wheel *
215. keep, save
216. ally
217. alone, only
218. sister
219. breathe *
220. at once, immediately
221. overcome, surpass, defeat
222. however, nevertheless
223. neighboring
224. victory
225. wound

List 7, Lessons 33–37

226. be away, be absent
227. spirit, courage, mind
228. near, in the presence of, among
229. either . . . or
230. moreover, but
231. aid, assistance
232. captive, prisoner
233. camp
234. plan, counsel
235. care, anxiety *
236. tenth
237. deed
238. reputation, rumor
239. household

List 7, Lessons 33-37 (*Continued*)

240. frūstrā
241. fuga
242. ignōrō
243. initium
244. inopia
245. īnsidiae
246. intrā
247. negō *
248. neque
249. obsideō
250. obtineō
251. ōrō
252. porta
253. post
254. proximus *
255. -que
256. senātus
257. temptō
258. unde

List 8, Lessons 38-44

259. anteā
260. ēgregius
261. enim
262. facile
263. frūmentum
264. hic
265. idōneus
266. ille
267. inde
268. is
269. jubeō
270. liber
271. posterus
272. postquam
273. praesidium
274. propinquus
275. rēgnum
276. vītō

List 9, Lessons 45-52

277. aequus
278. amīcitia
279. atque
280. caput
281. certus
282. cīvis
283. condiciō
284. cōnfirmō
285. cōnsul
286. contineō
287. corpus
288. deinde
289. difficultās
290. dignitās
291. dux
292. emō
293. exerceō *
294. exīstimō
295. facultās
296. homō
297. hostis
298. īdem
299. inimīcus
300. integer
301. ipse
302. lībertās
303. magis
304. māter
305. mīles
306. modus
307. mūnus
308. nātūra
309. nihil
310. nōmen
311. officium
312. ōrātiō
313. pāx
314. pertineō
315. poena
316. potestās
317. praemium
318. prīmus
319. prīnceps
320. quantus
321. reliquus
322. removeō
323. rēx
324. secundus
325. sōl
326. stringō *
327. sub
328. suī
329. sustineō
330. suus
331. umquam
332. urbs
333. virtūs
334. vulnus

List 10, Lessons 53-60

335. accipiō
336. addūcō
337. agō
338. altitūdō
339. ars *
340. audiō
341. beneficium
342. cadō
343. capiō
344. cēdō
345. cīvitās
346. claudō
347. commoveō
348. cupiditās
349. cupiō
350. currō
351. dēfendō
352. dīcō

List 7, Lessons 33–37 (*Continued*)

240. in vain
241. flight
242. be unacquainted with
243. beginning
244. want, lack
245. ambush, treachery
246. inside, within
247. deny, refuse *
248. and not, nor, neither
249. sit against, besiege
250. hold fast, obtain
251. pray, plead
252. gate
253. after, behind
254. very near, close by, next *
255. and
256. body of elders, senate
257. try, attempt
258. whence

List 8, Lessons 38–44

259. before that, previously
260. outstanding, distinguished
261. for, indeed
262. easily
263. grain
264. this
265. suitable
266. that
267. thence
268. this, that, he
269. order, command
270. free
271. next, later
272. (later than) after
273. garrison, protection
274. near-by, kinsman
275. kingdom, royal power
276. avoid

List 9, Lessons 45–52

277. level, equal, kindly
278. friendship
279. and also, and
280. head
281. sure, certain
282. citizen
283. agreement, terms, condition
284. strengthen, assert
285. consul
286. hold together, bind
287. body
288. thereupon, next
289. difficulty
290. worth, rank
291. leader
292. buy, take
293. train *
294. think, believe
295. power of doing, ability, chance
296. man, human being
297. enemy
298. the same
299. unfriendly
300. whole
301. self, very
302. freedom
303. more greatly, more
304. mother
305. soldier
306. measure, manner
307. task, duty, service, offering
308. nature, character
309. nothing
310. name
311. duty
312. speech
313. peace
314. extend, belong to
315. penalty, punishment
316. power
317. reward
318. first
319. leading man, chief
320. how great, as great
321. left behind, remaining, rest of
322. move back, withdraw
323. king
324. following, second, favorable
325. sun
326. draw, unsheathe *
327. under, close to
328. (of) himself, herself, itself, themselves
329. uphold, resist
330. his, her, its, their (own)
331. ever
332. city
333. manliness, bravery
334. wound

List 10, Lessons 53–60

335. take to, receive, accept
336. lead to, influence
337. drive, do, plead
338. height
339. skill, art, theory *
340. hear
341. kind deed, service
342. fall
343. take, seize
344. move, go away, yield
345. citizenship, community, state
346. close, shut
347. move thoroughly, alarm
348. desire, longing
349. desire, wish
350. run
351. ward off, defend
352. say, speak

List 10, Lessons 53-60 (*Continued*)

353. difficilis
354. dūcō
355. eques
356. excēdō
357. excipiō
358. faciō
359. fīnis
360. flectō *
361. flūmen
362. fluō *
363. frangō *
364. frāter
365. fundō *
366. gēns
367. gerō
368. ignis
369. indūcō
370. īnsigne *
371. interficiō
372. jaciō
373. lapis
374. lātitūdo
375. latus
376. magnitūdō
377. mare
378. mēns
379. mittō
380. mors
381. mōs
382. multitūdō
383. nāvis
384. ōrdō
385. pars
386. perspiciō
387. petō
388. pōns
389. premō
390. prōdūcō
391. quiēs *
392. relinquō
393. rumpō
394. sagitta
395. salūs
396. satis
397. scandō *
398. statuō
399. tangō
400. tantus
401. tempus
402. timor
403. tōtus
404. trahō
405. tuba
406. turris
407. vādō *
408. vehō *
409. veniō
410. vertō
411. victor
412. vincō
413. vīvus *
414. volvō *

List 11, Lessons 61-66

415. ācer
416. brevis
417. causa
418. celeritās
419. cognōscō
420. contendō
421. conveniō
422. dēpōnō
423. dēscendō *
424. discēdō
425. dolor *
426. eō
427. fortis
428. fugiō
429. gravis
430. hūc
431. imperātum
432. injūria
433. ligō *
434. namque *
435. ob
436. omnis
437. pendō
438. permaneō
439. permittō
440. perterreō
441. perveniō
442. pēs
443. praemittō
444. quaerō
445. rapiō *
446. reddō
447. rēgīna
448. remittō
449. sentiō
450. solvō
451. sūmō
452. uxor *
453. vacuus

List 12, Lessons 67-72

454. adiciō
455. antecēdō
456. arbor
457. auctōritās
458. caedō
459. committō
460. compellō
461. cōnficiō
462. coniciō
463. cor *
464. crēdō *
465. cūstōs *
466. dēficiō
467. facilis
468. fīnitimus
469. haereō *
470. impellō
471. incipiō
472. inveniō
473. iter
474. jūrō
475. jūs
476. lēgō (-āre) *
477. lēx
478. mīlle
479. mōns
480. mūniō
481. neglegō *
482. nox
483. obiciō
484. octāvus
485. perficiō
486. possum

List 10, Lessons 53–60 (*Continued*)

353. difficult
354. lead
355. horseman, knight; *plur.* cavalry
356. go out, withdraw
357. take out, succeed to
358. do, make
359. end, boundary; *plur.* territory
360. bend, turn *
361. river
362. flow *
363. break *
364. brother
365. pour out *
366. family, clan, pride
367. carry on
368. fire
369. lead on, influence
370. badge, device *
371. kill
372. hurl, throw
373. stone
374. breadth, width
375. side
376. greatness, size
377. sea
378. mind
379. send
380. death
381. manner, habit
382. large number, crowd
383. ship
384. order, rank
385. part
386. look through, understand
387. seek, attack, ask
388. bridge
389. press
390. lead forward, protract
391. rest, quiet *
392. leave behind
393. break *
394. arrow
395. health, safety
396. enough
397. climb *
398. set up, fix, determine
399. touch
400. so great
401. time
402. fear
403. whole
404. drag, draw
405. trumpet
406. tower
407. walk, go *
408. carry *
409. come
410. turn
411. conqueror
412. conquer
413. alive *
414. roll *

List 11, Lessons 61–66

415. sharp, keen, eager
416. short, brief
417. reason
418. swiftness, speed
419. learn; *perf.* know
420. struggle, hasten
421. come together, assemble
422. put down, put aside
423. climb down, descend*
424. go away
425. pain, grief *
426. thither, to that place
427. brave
428. flee
429. heavy, serious
430. hither
431. command
432. wrong
433. bind *
434. for indeed, for *
435. against, on account of
436. all, whole; *sing.* every
437. hang, suspend, pay
438. stay through, abide
439. allow
440. frighten thoroughly
441. come through, arrive
442. foot
443. send ahead
444. seek, ask
445. seize *
446. give back, return
447. queen
448. send back, let go, relax
449. feel, think, judge
450. untie, release, perform, pay
451. take
452. wife *
453. empty

List 12, Lessons 67–72

454. add to
455. go before, surpass
456. tree
457. authority, influence
458. fell, cut, kill
459. send together, intrust, join
460. drive together, collect, force
461. accomplish, complete
462. hurl, throw
463. heart *
464. give trust, believe, trust *
465. guardian, watchman*
466. fail, revolt from
467. easy
468. neighboring
469. stick *
470. drive on, urge on
471. begin
472. come upon, find
473. road, march
474. make oath, swear
475. right, law
476. appoint *
477. law
478. thousand
479. mountain
480. do a task, build, fortify
481. overlook, neglect *
482. night
483. throw against
484. eighth
485. accomplish
486. be able, can

List 12, Lessons 67–72 (*Continued*)

487. prehendō *
488. prōficiō
489. prōiciō
490. proprius *
491. quārtus
492. quī
493. quīntus
494. sacer *
495. satisfaciō
496. sciō
497. septimus
498. sextus
499. succēdō
500. tribuō
501. vīgintī
502. vōx

List 13, Lessons 73–77

503. adventus
504. centum
505. circumdō
506. coepī
507. cornū
508. diēs
509. dīmittō
510. domus
511. ēnūntiō
512. exercitus
513. expleō *
514. expōnō
515. fidēs
516. genus
517. impōnō
518. intellegō
519. intermittō
520. jūdicō *
521. jungō
522. legō (-ere)
523. lūdō
524. manus
525. merīdiēs
526. mūtō *
527. nōbilis
528. opus
529. ostendō
530. passus
531. pellō
532. perdūcō
533. permoveō
534. pōnō
535. prōnūntiō
536. prōpōnō
537. pūblicus
538. putō
539. ratiō
540. regō
541. renūntiō
542. rēs
543. rēs pūblica
544. scrībō
545. secō *
546. similis
547. spēs
548. struō *
549. vērus
550. vīvō *

List 12, Lessons 67–72 (*Continued*)

487. seize *
488. accomplish, gain
489. hurl (forward)
490. belonging to, characteristic *
491. fourth
492. who, which, that
493. fifth
494. set apart, holy, cursed *
495. do enough, do one's duty, apologize
496. know
497. seventh
498. sixth
499. approach, come next
500. assign, grant
501. twenty
502. voice, word

List 13, Lessons 73–77

503. approach, arrival
504. hundred
505. put around, surround
506. have begun
507. horn, wing (of an army)
508. day
509. send away, dispatch
510. home, house
511. disclose, announce
512. trained body, army
513. fill out, fill *
514. put forth, set forth
515. trust, pledge, reliability
516. origin, kind, race
517. put on
518. understand
519. interrupt, stop
520. judge, decide *
521. join
522. pick, choose, read
523. play
524. hand, band, troop
525. midday
526. change *
527. well-known
528. work
529. hold out, show
530. pace, (double) step
531. strike, beat, drive
532. lead through, construct
533. move strongly, excite
534. put, place
535. declare
536. set forth, propose
537. belonging to the people, public
538. think
539. reckoning, plan, reason
540. direct, rule
541. announce, proclaim
542. thing
543. commonwealth
544. write
545. cut *
546. like, resembling
547. hope
548. pile up, build, plan *
549. true
550. be alive *

SUMMARY OF INFLECTIONS

NOUNS

FIRST DECLENSION

	Singular	*Plural*
Nom.	porta	portae
Gen.	portae	portārum
Dat.	portae	portīs
Acc.	portam	portās
Abl.	portā	portīs

SECOND DECLENSION

Singular

Nom.	servus	ager	puer	vir	bellum
Gen.	servī	agrī	puerī	virī	bellī
Dat.	servō	agrō	puerō	virō	bellō
Acc.	servum	agrum	puerum	virum	bellum
Abl.	servō	agrō	puerō	virō	bellō

Plural

Nom.	servī	agrī	puerī	virī	bella
Gen.	servōrum	agrōrum	puerōrum	virōrum	bellōrum
Dat.	servīs	agrīs	puerīs	virīs	bellīs
Acc.	servōs	agrōs	puerōs	virōs	bella
Abl.	servīs	agrīs	puerīs	virīs	bellīs

	Singular	*Plural*	*Singular*	*Plural*
Nom.	fīlius	fīliī	proelium	proelia
Gen.	fīlī	fīliōrum	proelī	proeliōrum
Dat.	fīliō	fīliīs	proeliō	proeliīs
Acc.	fīlium	fīliōs	proelium	proelia
Abl.	fīliō	fīliīs	proeliō	proeliīs

THIRD DECLENSION

	Singular			
Nom.	mīles	cōnsul	caput	cīvitās
Gen.	mīlitis	cōnsulis	capitis	cīvitātis
Dat.	mīlitī	cōnsulī	capitī	cīvitātī
Acc.	mīlitem	cōnsulem	caput	cīvitātem
Abl.	mīlite	cōnsule	capite	cīvitāte
	Plural			
Nom.	mīlitēs	cōnsulēs	capita	cīvitātēs
Gen.	mīlitum	cōnsulum	capitum	cīvitātum
Dat.	mīlitibus	cōnsulibus	capitibus	cīvitātibus
Acc.	mīlitēs	cōnsulēs	capita	cīvitātēs
Abl.	mīlitibus	cōnsulibus	capitibus	cīvitātibus

I–STEMS

	Singular	*Plural*	*Singular*	*Plural*	*Plural**
Nom.	cīvis	cīvēs	īnsigne	īnsignia	vīrēs
Gen.	cīvis	cīvium	īnsignis	īnsignium	vīrium
Dat.	cīvī	cīvibus	īnsignī	īnsignibus	vīribus
Acc.	cīvem	cīvēs (-īs)	īnsigne	īnsignia	vīrēs (-īs)
Abl.	cīve	cīvibus	īnsignī	īnsignibus	vīribus

FOURTH DECLENSION

	Singular	*Plural*
Nom.	manus	manūs
Gen.	manūs	manuum
Dat.	manuī	manibus
Acc.	manum	manūs
Abl.	manū	manibus

FIFTH DECLENSION

	Singular	*Plural*	*Singular*	*Plural*
Nom.	diēs	diēs	rēs	rēs
Gen.	diēī	diērum	reī	rērum
Dat.	diēī	diēbus	reī	rēbus
Acc.	diem	diēs	rem	rēs
Abl.	diē	diēbus	rē	rēbus

* The acc. sing. **vim** and the abl. sing. **vī** occur occasionally.

ADJECTIVES

FIRST AND SECOND DECLENSIONS

Singular

Nom.	bonus, *m.*	bona, *f.*	bonum, *n.*
Gen.	bonī	bonae	bonī
Dat.	bonō	bonae	bonō
Acc.	bonum	bonam	bonum
Abl.	bonō	bonā	bonō

Plural

Nom.	bonī	bonae	bona
Gen.	bonōrum	bonārum	bonōrum
Dat.	bonīs	bonīs	bonīs
Acc.	bonōs	bonās	bona
Abl.	bonīs	bonīs	bonīs

ADJECTIVES IN -er THAT RETAIN THE -e

Singular

Nom.	miser, *m.*	misera, *f.*	miserum, *n.*
Gen.	miserī	miserae	miserī
Dat.	miserō	miserae	miserō
Acc.	miserum	miseram	miserum
Abl.	miserō	miserā	miserō

Plural

Nom.	miserī	miserae	misera
Gen.	miserōrum	miserārum	miserōrum
Dat.	miserīs	miserīs	miserīs
Acc.	miserōs	miserās	misera
Abl.	miserīs	miserīs	miserīs

ADJECTIVES IN -er THAT DROP THE -e

Singular

Nom.	noster,* *m.*	nostra, *f.*	nostrum, *n.*
Gen.	nostrī	nostrae	nostrī
Dat.	nostrō	nostrae	nostrō
Acc.	nostrum	nostram	nostrum
Abl.	nostrō	nostrā	nostrō

* **Noster** is declined in the plural like **miser**, except that **e** before **r** is dropped.

THIRD DECLENSION

Two Terminations

	Singular		*Plural*	
Nom.	omnis, *m.*, *f.*	omne, *n.*	omnēs	omnia
Gen.	omnis	omnis	omnium	omnium
Dat.	omnī	omnī	omnibus	omnibus
Acc.	omnem	omne	omnēs (-īs)	omnia
Abl.	omnī	omnī	omnibus	omnibus

Three Terminations

	Singular			*Plural*		
Nom.	ācer, *m.*	ācris, *f.*	ācre, *n.*	ācrēs	ācrēs	ācria
Gen.	ācris	ācris	ācris	ācrium	ācrium	ācrium
Dat.	ācrī	ācrī	ācrī	ācribus	ācribus	ācribus
Acc.	ācrem	ācrem	ācre	ācrēs (-īs)	ācrēs (-īs)	ācria
Abl.	ācrī	ācrī	ācrī	ācribus	ācribus	ācribus

One Termination

	Singular		*Plural*	
Nom.	audāx, *m.*, *f.*	audāx, *n.*	audācēs	audācia
Gen.	audācis	audācis	audācium	audācium
Dat.	audācī	audācī	audācibus	audācibus
Acc.	audācem	audāx	audācēs (-īs)	audācia
Abl.	audācī	audācī	audācibus	audācibus

IRREGULAR ADJECTIVES

	Singular		
Nom.	ūnus, *m.*	ūna, *f.*	ūnum, *n.*
Gen.	ūnīus	ūnīus	ūnīus
Dat.	ūnī	ūnī	ūnī
Acc.	ūnum	ūnam	ūnum
Abl.	ūnō	ūnā	ūnō

The following adjectives are declined in the singular like **ūnus**, and in the plural like **bonus**:

alius, alia, aliud, *other, another*
alter, altera, alterum, *the other*
ūllus, -a, -um, *any*
nūllus, -a, -um, *not any, no*
sōlus, -a, -um, *alone*
tōtus, -a, -um, *all, the whole*
ūnus, -a, -um, *one*

NUMERAL ADJECTIVES

		Plural		*Plural*
Nom.	duo, *m.*	duae, *f.*	duo, *n.*	mīlia
Gen.	duōrum	duārum	duōrum	mīlium
Dat.	duōbus	duābus	duōbus	mīlibus
Acc.	duōs	duās	duo	mīlia
Abl.	duōbus	duābus	duōbus	mīlibus

	Plural	
Nom.	trēs, *m., f.*	tria, *n.*
Gen.	trium	trium
Dat.	tribus	tribus
Acc.	trēs (-īs)	tria
Abl.	tribus	tribus

DECLENSION OF COMPARATIVE OF ADJECTIVES

	Singular		*Plural*	
Nom.	lātior, *m., f.*	lātius, *n.*	lātiōrēs	lātiōra
Gen.	lātiōris	lātiōris	lātiōrum	lātiōrum
Dat.	lātiōrī	lātiōrī	lātiōribus	lātiōribus
Acc.	lātiōrem	lātius	lātiōrēs	lātiōra
Abl.	lātiōre	lātiōre	lātiōribus	lātiōribus

	Singular		*Plural*	
Nom.	——	plūs, *n.*	plūrēs	plūra
Gen.	——	plūris	plūrium	plūrium
Dat.	——	——	plūribus	plūribus
Acc.	——	plūs	plūrēs (-īs)	plūra
Abl.	——	plūre	plūribus	plūribus

PRONOUNS

PERSONAL PRONOUNS

Singular

Nom.	ego, *I*	tū, *you*	is, *he*	ea, *she*	id, *it*
Gen.	(meī)	(tuī)	eius	eius	eius
Dat.	mihi	tibi	eī	eī	eī
Acc.	mē	tē	eum	eam	id
Abl.	mē	tē	eō	eā	eō

Plural

Nom.	nōs	vōs	eī	eae	ea
Gen.	nostrum	vestrum	eōrum	eārum	eōrum
Dat.	nōbīs	vōbīs	eīs	eīs	eīs
Acc.	nōs	vōs	eōs	eās	ea
Abl.	nōbīs	vōbīs	eīs	eīs	eīs

REFLEXIVE PRONOUNS

Singular

Nom.	——	——	——
Gen.	meī	tuī	suī
Dat.	mihi	tibi	sibi
Acc.	mē	tē	sē (sēsē)
Abl.	mē	tē	sē (sēsē)

Plural

Nom.	——	——	——
Gen.	nostrum	vestrum	suī
Dat.	nōbīs	vōbīs	sibi
Acc.	nōs	vōs	sē (sēsē)
Abl.	nōbīs	vōbīs	sē (sēsē)

DEMONSTRATIVE PRONOUNS

hic, *this*

	Singular			*Plural*		
Nom.	hic, *m.*	haec, *f.*	hoc, *n.*	hī	hae	haec
Gen.	huius	huius	huius	hōrum	hārum	hōrum
Dat.	huic	huic	huic	hīs	hīs	hīs
Acc.	hunc	hanc	hoc	hōs	hās	haec
Abl.	hōc	hāc	hōc	hīs	hīs	hīs

ille, *that*

	Singular			*Plural*		
Nom.	ille, *m.*	illa, *f.*	illud, *n.*	illī	illae	illa
Gen.	illīus	illīus	illīus	illōrum	illārum	illōrum
Dat.	illī	illī	illī	illīs	illīs	illīs
Acc.	illum	illam	illud	illōs	illās	illa
Abl.	illō	illā	illō	illīs	illīs	illīs

is, *this, that*

	Singular			*Plural*		
Nom.	is, *m.*	ea, *f.*	id, *n.*	eī (iī)	eae	ea
Gen.	eius	eius	eius	eōrum	eārum	eōrum
Dat.	eī	eī	eī	eīs (iīs)	eīs (iīs)	eīs (iīs)
Acc.	eum	eam	id	eōs	eās	ea
Abl.	eō	eā	eō	eīs (iīs)	eīs (iīs)	eīs (iīs)

īdem, *the same*

	Singular			*Plural*		
Nom.	īdem, *m.*	eadem, *f.*	idem, *n.*	eīdem (īdem)	eaedem	eadem
Gen.	eiusdem	eiusdem	eiusdem	eōrundem	eārundem	eōrundem
Dat.	eīdem	eīdem	eīdem	eīsdem (īsdem)	eīsdem (īsdem)	eīsdem (īsdem)
Acc.	eundem	eandem	idem	eōsdem	eāsdem	eadem
Abl.	eōdem	eādem	eōdem	eīsdem (īsdem)	eīsdem (īsdem)	eīsdem (īsdem)

INTENSIVE PRONOUN

ipse, *self*

	Singular			*Plural*		
Nom.	ipse, *m.*	ipsa, *f.*	ipsum, *n.*	ipsī	ipsae	ipsa
Gen.	ipsīus	ipsīus	ipsīus	ipsōrum	ipsārum	ipsōrum
Dat.	ipsī	ipsī	ipsī	ipsīs	ipsīs	ipsīs
Acc.	ipsum	ipsam	ipsum	ipsōs	ipsās	ipsa
Abl.	ipsō	ipsā	ipsō	ipsīs	ipsīs	ipsīs

INTERROGATIVE PRONOUN

quis, *who?*

	Singular			*Plural*		
Nom.	quis, *m., f.*	quid, *n.*		quī	quae	quae
Gen.	cuius	cuius		quōrum	quārum	quōrum
Dat.	cui	cui		quibus	quibus	quibus
Acc.	quem	quid		quōs	quās	quae
Abl.	quō	quō		quibus	quibus	quibus

INTERROGATIVE ADJECTIVE

quī, *what? which?*

	Singular			*Plural*		
Nom.	quī, *m.*	quae, *f.*	quod, *n.*	quī	quae	quae
Gen.	cuius	cuius	cuius	quōrum	quārum	quōrum
Dat.	cui	cui	cui	quibus	quibus	quibus
Acc.	quem	quam	quod	quōs	quās	quae
Abl.	quō	quā	quō	quibus	quibus	quibus

RELATIVE PRONOUN

quī, *who*

	Singular			*Plural*		
Nom.	qui, *m.*	quae, *f.*	quod, *n.*	quī	quae	quae
Gen.	cuius	cuius	cuius	quōrum	quārum	quōrum
Dat.	cui	cui	cui	quibus	quibus	quibus
Acc.	quem	quam	quod	quōs	quās	quae
Abl.	quō	quā	quō	quibus	quibus	quibus

COMPARISON OF ADJECTIVES

REGULAR ADJECTIVES

Positive	Comparative	Superlative
lātus, -a, -um	lātior, -ius	lātissimus, -a, -um
fortis, -e	fortior, -ius	fortissimus, -a, -um
audāx, audāx	audācior, -ius	audācissimus, -a, -um
miser, -era, -erum	miserior, -ius	miserrimus, -a, -um
ācer, ācris, ācre	ācrior, -ius	ācerrimus, -a, -um
facilis, -e	facilior, -ius	facillimus, -a, -um

IRREGULAR ADJECTIVES

Positive	Comparative	Superlative
bonus, -a, -um (*bonus*)	melior, -ius (*ameliorate*)	optimus, -a, -um (*optimist*)
malus, -a, -um (*malaria*)	peior, -ius (*impair*)	pessimus, -a, -um (*pessimist*)
magnus, -a, -um (*magnify*)	maior, -ius (*majority*)	maximus, -a, -um (*maximum*)
parvus, -a, -um	minor, -us (*minor, minus*)	minimus, -a, -um (*minimum*)
multus, -a, -um (*multiply*)	——, plūs (*plus*)	plūrimus, -a, -um

COMPARISON OF ADVERBS

REGULAR ADVERBS

Positive	Comparative	Superlative
lātē	lātius	lātissimē
fortiter	fortius	fortissimē
audācter	audācius	audācissimē

IRREGULAR ADVERBS

Positive	Comparative	Superlative
bene	melius	optimē
male	peius	pessimē
magnopere	magis	maximē
parum	minus	minimē
multum	plūs	plūrimum

NUMERALS

	Roman Numerals	Cardinals	Ordinals
1	I	ūnus, -a, -um	prīmus, -a, -um
2	II	duo, duae, duo	secundus (alter)
3	III	trēs, tria	tertius
4	IV	quattuor	quārtus
5	V	quīnque	quīntus
6	VI	sex	sextus
7	VII	septem	septimus
8	VIII	octō	octāvus
9	IX	novem	nōnus
10	X	decem	decimus
11	XI	ūndecim	ūndecimus
12	XII	duodecim	duodecimus
13	XIII	tredecim	
14	XIV	quattuordecim	
15	XV	quīndecim	
16	XVI	sēdecim	
17	XVII	septendecim	
18	XVIII	duodēvīgintī	
19	XIX	ūndēvīgintī	
20	XX	vīgintī	
21	XXI	ūnus et vīgintī (vīgintī ūnus)	
30	XXX	trīgintā	
40	XL	quadrāgintā	
50	L	quīnquāgintā	
60	LX	sexāgintā	
70	LXX	septuāgintā	
80	LXXX	octōgintā	
90	XC	nōnāgintā	
100	C	centum	
101	CI	centum (et) ūnus	
200	CC	ducentī, -ae, -a	
300	CCC	trecentī, -ae, -a	
400	CCCC	quadringentī, -ae, -a	
500	D	quīngentī, -ae, -a	
600	DC	sescentī, -ae, -a	

	Roman Numerals	Cardinals	Ordinals
700	DCC	septingentī, -ae, -a	
800	DCCC	octingentī, -ae, -a	
900	DCCCC	nōngentī, -ae, -a	
1000	M	mīlle	
2000	MM	duo mīlia	

VERBS

PRINCIPAL PARTS

1st Conj.	2d Conj.	3d Conj.	4th Conj.	3d Conj. (-iō)
vocō	moneō	dūcō	audiō	capiō
vocāre	**monēre**	**dūcere**	**audīre**	**capere**
vocāvī	**monuī**	**dūxī**	**audīvī**	**cēpī**
vocātus	**monitus**	**ductus**	**audītus**	**captus**

Stems

vocā-	monē-	dūce-	audī-	cape-
vocāv-	monu-	dūx-	audīv-	cēp-
vocāt-	monit-	duct-	audīt-	capt-

PRESENT INDICATIVE

Active

Singular

vocō	moneō	dūcō	audiō	capiō
I call, am calling	*I warn, am warning*	*I lead, am leading*	*I hear, am hearing*	*I take, am taking*
vocās	monēs	dūcis	audīs	capis
vocat	monet	dūcit	audit	capit

Plural

vocāmus	monēmus	dūcimus	audīmus	capimus
vocātis	monētis	dūcitis	audītis	capitis
vocant	monent	dūcunt	audiunt	capiunt

PASSIVE

Singular

vocor	moneor	dūcor	audior	capior
I am called	*I am warned*	*I am led*	*I am heard*	*I am taken*
vocāris	monēris	dūceris	audīris	caperis
vocātur	monētur	dūcitur	audītur	capitur

Plural

vocāmur	monēmur	dūcimur	audīmur	capimur
vocāminī	monēminī	dūciminī	audīminī	capiminī
vocantur	monentur	dūcuntur	audiuntur	capiuntur

PAST PROGRESSIVE INDICATIVE

ACTIVE

Singular

vocābam	monēbam	dūcēbam	audiēbam	capiēbam
I was calling, I called	*I was warning, I warned*	*I was leading, I led*	*I was hearing, I heard*	*I was taking, I took*
vocābās	monēbās	dūcēbās	audiēbās	capiēbās
vocābat	monēbat	dūcēbat	audiēbat	capiēbat

Plural

vocābāmus	monēbāmus	dūcēbāmus	audiēbāmus	capiēbāmus
vocābātis	monēbātis	dūcēbātis	audiēbātis	capiēbātis
vocābant	monēbant	dūcēbant	audiēbant	capiēbant

PASSIVE

Singular

vocābar	monēbar	dūcēbar	audiēbar	capiēbar
I was called	*I was warned*	*I was led*	*I was heard*	*I was taken*
vocābāris	monēbāris	dūcēbāris	audiēbāris	capiēbāris
vocābātur	monēbātur	dūcēbātur	audiēbātur	capiēbātur

Plural

vocābāmur	monēbāmur	dūcēbāmur	audiēbāmur	capiēbāmur
vocābāminī	monēbāminī	dūcēbāminī	audiēbāminī	capiēbāminī
vocābantur	monēbantur	dūcēbantur	audiēbantur	capiēbantur

FUTURE INDICATIVE

Active

Singular

vocābō	monēbō	dūcam	audiam	capiam
I shall call	*I shall warn*	*I shall lead*	*I shall hear*	*I shall take*
vocābis	monēbis	dūcēs	audiēs	capiēs
vocābit	monēbit	dūcet	audiet	capiet

Plural

vocābimus	monēbimus	dūcēmus	audiēmus	capiēmus
vocābitis	monēbitis	dūcētis	audiētis	capiētis
vocābunt	monēbunt	dūcent	audient	capient

Passive

Singular

vocābor	monēbor	dūcar	audiar	capiar
I shall be called	*I shall be warned*	*I shall be led*	*I shall be heard*	*I shall be taken*
vocāberis	monēberis	dūcēris	audiēris	capiēris
vocābitur	monēbitur	dūcētur	audiētur	capiētur

Plural

vocābimur	monēbimur	dūcēmur	audiēmur	capiēmur
vocābiminī	monēbiminī	dūcēminī	audiēminī	capiēminī
vocābuntur	monēbuntur	dūcentur	audientur	capientur

PERFECT INDICATIVE

Active

Singular

vocāvī	monuī	dūxī	audīvī	cēpī
I have called, I called	*I have warned, I warned*	*I have led, I led*	*I have heard, I heard*	*I have taken, I took*
vocāvistī	monuistī	dūxistī	audīvistī	cēpistī
vocāvit	monuit	dūxit	audīvit	cēpit

Plural

vocāvimus	monuimus	dūximus	audīvimus	cēpimus
vocāvistis	monuistis	dūxistis	audīvistis	cēpistis
vocāvērunt	monuērunt	dūxērunt	audīvērunt	cēpērunt

PASSIVE

Singular

I have been called, I was called	*I have been warned, I was warned*	*I have been led, I was led*	*I have been heard, I was heard*	*I have been taken, I was taken*
vocātus, -a, -um { sum / es / est	monitus, -a, -um { sum / es / est	ductus, -a, -um { sum / es / est	audītus, -a, -um { sum / es / est	captus, -a, -um { sum / es / est

Plural

vocātī, -ae, -a { sumus / estis / sunt	monitī, -ae, -a { sumus / estis / sunt	ductī, -ae, -a { sumus / estis / sunt	audītī, -ae, -a { sumus / estis / sunt	captī, -ae, -a { sumus / estis / sunt

PAST PERFECT INDICATIVE

ACTIVE

Singular

vocāveram	monueram	dūxeram	audīveram	cēperam
I had called	*I had warned*	*I had led*	*I had heard*	*I had taken*
vocāverās	monuerās	dūxerās	audīverās	cēperās
vocāverat	monuerat	dūxerat	audīverat	cēperat

Plural

vocāverāmus	monuerāmus	dūxerāmus	audīverāmus	cēperāmus
vocāverātis	monuerātis	dūxerātis	audīverātis	cēperātis
vocāverant	monuerant	dūxerant	audīverant	cēperant

PASSIVE

Singular

I had been called	*I had been warned*	*I had been led*	*I had been heard*	*I had been taken*
vocātus, -a, -um { eram / erās / erat	monitus, -a, -um { eram / erās / erat	ductus, -a, -um { eram / erās / erat	audītus, -a, -um { eram / erās / erat	captus, -a, -um { eram / erās / erat

Plural

vocātī, -ae, -a	monitī, -ae, -a	ductī, -ae, -a	auditī, -ae, -a	captī, -ae, -a
erāmus	erāmus	erāmus	erāmus	erāmus
erātis	erātis	erātis	erātis	erātis
erant	erant	erant	erant	erant

FUTURE PERFECT INDICATIVE

Active

Singular

vocāverō	monuerō	dūxerō	audīverō	cēperō
I shall have called	*I shall have warned*	*I shall have led*	*I shall have heard*	*I shall have taken*
vocāveris	monueris	dūxeris	audīveris	cēperis
vocāverit	monuerit	dūxerit	audīverit	cēperit

Plural

vocāverimus	monuerimus	dūxerimus	audīverimus	cēperimus
vocāveritis	monueritis	dūxeritis	audīveritis	cēperitis
vocāverint	monuerint	dūxerint	audīverint	cēperint

Passive

Singular

I shall have been called	*I shall have been warned*	*I shall have been led*	*I shall have been heard*	*I shall have been taken*

vocātus, -a, -um	monitus, -a, -um	ductus, -a, -um	auditus, -a, -um	captus, -a, -um
erō	erō	erō	erō	erō
eris	eris	eris	eris	eris
erit	erit	erit	erit	erit

Plural

vocātī, -ae, -a	monitī, -ae, -a	ductī, -ae, -a	auditī, -ae, -a	captī, -ae, -a
erimus	erimus	erimus	erimus	erimus
eritis	eritis	eritis	eritis	eritis
erunt	erunt	erunt	erunt	erunt

PRESENT IMPERATIVE

Active

Sing. vocā	monē	dūc	audī	cape
Plur. vocāte	monēte	dūcite	audīte	capite

PRESENT INFINITIVE

ACTIVE

vocāre	monēre	dūcere	audīre	capere
to call	*to warn*	*to lead*	*to hear*	*to take*

PASSIVE

vocārī	monērī	dūcī	audīrī	capī
to be called	*to be warned*	*to be led*	*to be heard*	*to be taken*

PERFECT INFINITIVE

ACTIVE

vocāvisse	monuisse	dūxisse	audīvisse	cēpisse
to have called	*to have warned*	*to have led*	*to have heard*	*to have taken*

IRREGULAR VERBS

Sum, *I am*

INDICATIVE

PRESENT	PAST PROGRESSIVE	FUTURE
Singular	*Singular*	*Singular*
sum	eram	erō
I am	*I was*	*I shall be*
es	erās	eris
est	erat	erit
Plural	*Plural*	*Plural*
sumus	erāmus	erimus
estis	erātis	eritis
sunt	erant	erunt

PERFECT	PAST PERFECT	FUTURE PERFECT
Singular	*Singular*	*Singular*
fuī	fueram	fuerō
I have been, I was	*I had been*	*I shall have been*
fuistī	fuerās	fueris
fuit	fuerat	fuerit

Plural	*Plural*	*Plural*
fuimus	fuerāmus	fuerimus
fuistis	fuerātis	fueritis
fuērunt	fuerant	fuerint

IMPERATIVE

Sing. es, *be*
Plur. este, *be*

INFINITIVE

Pres. esse, *to be*
Perf. fuisse, *to have been*

Possum, *I am able, I can*

INDICATIVE

PRESENT	PAST PROGRESSIVE	FUTURE
Singular	*Singular*	*Singular*
possum	poteram	poterō
I am able, I can	*I was able, I could*	*I shall be able*
potes	poterās	poteris
potest	poterat	poterit
Plural	*Plural*	*Plural*
possumus	poterāmus	poterimus
potestis	poterātis	poteritis
possunt	poterant	poterunt

PERFECT	PAST PERFECT	FUTURE PERFECT
Singular	*Singular*	*Singular*
potuī	potueram	potuerō
I have been able, I could	*I had been able*	*I shall have been able*
potuistī	potuerās	potueris
potuit	potuerat	potuerit
Plural	*Plural*	*Plural*
potuimus	potuerāmus	potuerimus
potuistis	potuerātis	potueritis
potuērunt	potuerant	potuerint

OUTLINE OF GRAMMATICAL PRINCIPLES

(References are to sections)

AGREEMENT

1. ***Verb and Subject.*** A verb agrees with its subject in person and number (12).

2. ***Adjective and Noun.*** An adjective agrees with its noun in gender, number, and case (22, 1).

3. ***Predicate Noun or Adjective.*** A noun or adjective in predication agrees with the subject in case (131, 2).

4. ***Appositive.*** A noun in apposition agrees in case with the word it defines (72, 2).

5. ***Relative Pronoun and Antecedent.*** A relative pronoun agrees with its antecedent in gender and number, but its case is determined by the way it is used in its clause (755).

NOUN SYNTAX

Nominative

1. ***Nominative as Subject.*** The subject of a sentence is in the nominative case (12).

2. ***Predicate Noun or Adjective.*** A predicate noun or adjective is in the nominative case (131, 2; 737).

a. Predicate nouns or adjectives are used with the linking verbs *is, are, seem.*

b. Predicate nouns or adjectives are used with the passive of **faciō**, and of verbs meaning *call, elect, name, choose, appoint,* etc. These verbs in the active voice take two accusatives (737).

Genitive

1. ***Possessive Genitive.*** The genitive is used to express possession (174, 1).

2. ***Genitive of the Whole.*** The genitive is used to denote the whole of which a part is taken (844).

3. ***Descriptive Genitive.*** The genitive, with a modifying adjective, is used to describe a noun (436, 3; 844).

Dative

1. ***Dative of Indirect Object.*** The dative is used to denote the indirect object with verbs meaning *give, show, tell,* etc. (206).

2. ***Dative with Adjectives.*** The dative is used with adjectives meaning *near, fit, friendly, pleasing, like,* etc. (448,2).

3. ***Dative of Reference.*** The dative is used to state the person referred to (738).

Accusative

1. ***Accusative of Direct Object.*** The accusative is used to denote the direct object of a verb (12).

2. ***Accusative of Place Whither.*** The accusative is used with **ad** or **in** to express place whither (609).

a. The preposition is omitted with **domum** and names of towns (535, 3).

3. ***Accusative with Prepositions.*** The accusative is used with the prepositions **ad, ante, circum, contrā, inter, intrā, ob, per, post, prope, propter, super, trāns, ultrā.**

4. ***Accusative of Extent.*** The accusative is used to express extent of time or space (524).

5. ***Accusative as Subject of the Infinitive.*** The accusative is used as the subject of the infinitive (428; 784).

Ablative

1. ***Ablative of Accompaniment.*** The ablative is used with **cum** to express accompaniment (264).

2. ***Ablative of Means.*** The ablative is used to denote the means or instrument (263, 2).

3. ***Ablative of Manner.*** The ablative with **cum** is used to express manner, but **cum** may be omitted if there is an adjective in the phrase (645).

4. ***Ablative of Separation.*** The ablative, with or without **ab, dē,** or **ex,** is used to express separation (459, 10).

5. ***Ablative of Place Whence.*** The ablative with **ab, dē,** or **ex** is used to express place from which (264; 633).

6. ***Ablative of Agent.*** The ablative with **ā** or **ab** is used with a passive verb to denote the agent (241, 5).

7. ***Ablative of Cause.*** The ablative is used to express cause (644, 3).

8. ***Ablative of Place Where.*** The ablative is used with **in** to express place where (264; 609).

9. ***Ablative of Time.*** The ablative is used to express time when or within which (536).

10. ***Ablative of Respect.*** The ablative is used to state in what respect a thing is true (644, 6).

11. ***Ablative with Prepositions.*** The ablative is used with the prepositions **ab, cum, dē, ex, prae, prō, sine.**

Vocative

The vocative is used to address a person (98, 2).

Locative

The locative is used in names of towns and a few other words to express place where (810, 4).

VERB SYNTAX

Voice

A verb is in the active voice when the subject does something. It is in the passive voice when the subject is the recipient of the action (or has something done to him or it) (30).

Mood

1. ***Indicative Mood.*** A verb is in the indicative mood when it states a fact or asks a question (32).

2. ***Imperative Mood.*** A verb is in the imperative mood when it expresses a command (141, 7).

Tense

1. ***Present.*** The present tense expresses a simple act in present time or an act going on in present time (42, 1; 43).

2. ***Past Progressive.*** The past progressive tense expresses an act as *going on* at the time of some other act in past time. It sometimes expresses repeated action in past time (275).

3. ***Future.*** The future tense expresses a simple act in future time or an act going on in future time (309).

4. ***Perfect.*** The perfect expresses a simple act in past time or an act completed in present time (344).

5. ***Past Perfect.*** The past perfect expresses an act completed at the time of some other act in past time (368).

6. ***Future Perfect.*** The future perfect expresses an act completed at the time of some other act in future time (368).

INFINITIVE

Uses

1. ***Infinitive as Object.*** The infinitive with subject accusative may be the object of a verb (428; 585).

2. ***Complementary Infinitive.*** The object infinitive, without a subject, may be used to complete the meaning of another verb (514, 6; 770).

3. ***Infinitive in Indirect Discourse.*** The infinitive with subject accusative may be used with verbs meaning *say, think, know, tell,* or *perceive* to express an indirect statement (784).

a. In an indirect statement the present infinitive expresses the same time as that of the verb of *saying* (784).

b. In an indirect statement the perfect infinitive expresses time before that of the verb of *saying* (810, 10).

c. In an indirect statement the future infinitive expresses time after that of the verb of *saying* (825, 6).

LATIN–ENGLISH VOCABULARY

ā, ab, *prep. with abl.*, from, away from; by
abiciō, -icere, -jēcī, -jectus, throw away
absum, abesse, āfuī, āfutūrus, be away, be distant
accidō, -cidere, -cidī, happen
accipiō, -cipere, -cēpī, -ceptus, receive
ācer, ācris, ācre, sharp, keen; eager, bold
ācriter, *adv.*, sharply, fiercely
ad, *prep. with acc.*, to, toward; near
addūcō, -ere, -dūxī, -ductus, lead, lead to
adhūc, *adv.*, still, to this time, as yet
adiciō, -icere, -jēcī, -jectus, throw, hurl
admīrātiō, -ōnis, *f.*, admiration, wonder, surprise
adōrō, -āre, -āvī, -ātus, worship
adsum, -esse, -fuī, -futūrus, be present
adulēscēns, -entis (-ium), *m.*, youth, young man
adventus, -ūs, *m.*, arrival
adversārius, adversārī, *m.*, opponent
adversus, -a, -um, unfavorable, bad, adverse
aedēs, -is (-ium), *f.*, building; *plur.*, house
aedificium, aedificī, *n.*, building
aedificō, -āre, -āvī, -ātus, build, construct
aequus, -a, -um, level, even, equal, fair
āēr, āeris (*acc.* **āera**), *m.*, air
aestimō, -āre, -āvī, -ātus, reckon, estimate
aetās, -ātis, *f.*, age
afficiō, -ere, -fēcī, -fectus, affect
ager, agrī, *m.*, field
agmen, -inis, *n.*, column, army
agnōscō, -gnōscere, -gnōvī, -gnitus, recognize
agō, -ere, ēgī, āctus, drive; do; **grātiās agere**, thank
agricola, -ae, *m.*, farmer
āla, -ae, *f.*, wing
albus, -a, -um, white
aliēnus, -a, -um, foreign, another's
alius, alia, aliud, other, another
alter, -era, -erum, the other
altitūdō, -inis, *f.*, height
altus, -a, -um, high, tall; deep
ambulō, -āre, -āvī, -ātus, walk
amīcitia, -ae, *f.*, friendship
amīcus, -a, -um, friendly
amīcus, -ī, *m.*, friend
amō, -āre, -āvī, -ātus, love, like
amplus, -a, -um, large, wide, spacious
angustiae, -ārum, *f. plur.*, pass, narrows
angustus, -a, -um, narrow

animus, -ī, *m.*, mind; feeling
annus, -ī, *m.*, year
ante, *prep. with acc.*, before, in front of
anteā, *adv.*, before, formerly, previously
antecēdō, -ere, -cessī, -cessus, go before, precede
antequam, *conj.*, before, sooner than
antīquus, -a, -um, ancient, old
apertus, -a, -um, opened, open
appāreō, -ēre, -uī, appear
appellō, -āre, -āvī, -ātus, call, name
appropinquō, -āre, -āvī, -ātus, approach
apud, *prep. with acc.*, near, among
aqua, -ae, *f.*, water; *plur.*, sea
āra, -ae, *f.*, altar
arbor, -oris, *f.*, tree
arca, -ae, *f.*, chest, box
arēna, -ae, *f.*, sand; course, arena
arithmētica, -ae, *f.*, arithmetic
arma, -ōrum, *n. plur.*, arms
armātus, -a, -um, armed, furnished, equipped
armō, -āre, -āvī, -ātus, arm, equip
arō, -āre, -āvī, -ātus, plow
ars, artis (-ium), *f.*, art, skill
arx, arcis, *f.*, citadel
ascendō, -ere, ascendī, ascēnsus, ascend, climb
at, *conj.*, but
atque, *conj.*, and also, and
ātrium, ātrī, *n.*, atrium
attendō, -ere, -tendī, -tentus, give heed, listen
auctōritās, -ātis, *f.*, authority
audācia, -ae, *f.*, boldness, bravery, daring
audāx, audācis, bold, brave
audiō, -īre, -īvī, -ītus, hear
augeō, -ēre, auxī, auctus, increase
aulaeum, -ī, *n.*, curtain
aurīga, -ae, *m.*, charioteer
aurōra, -ae, *f.*, dawn
aurum, -ī, *n.*, gold
aut, *conj.*, or; **aut . . . aut,** either . . . or
autem, *conj.*, but, however
auxilium, auxilī, *n.*, help, aid, assistance
āvertō, -ere, āvertī, āversus, turn away
avis, avis (-ium), *f.*, bird
avus, -ī, *m.*, grandfather

barba, -ae, *f.*, beard
barbarus, -a, -um, rough, uncivilized
bellicōsus, -a, -um, warlike
bellum, -ī, *n.*, war
bene, *adv.*, well
beneficium, beneficī, *n.*, kindness, help
benignē, *adv.*, kindly
bonus, -a, -um, good, kind
bracchium, bracchī, *n.*, arm, forearm
brevis, -e, short
bulla, -ae, *f.*, locket

cadō, -ere, cecidī, cāsus, fall
caecitās, -ātis, *f.*, blindness
caedēs, -is (ium), *f.*, slaughter
caedō, -ere, cecīdī, caesus, kill
caelum, -ī, *n.*, sky, heavens
calathus, -ī, *m.*, basket

callidus, -a, -um, crafty, wily, shrewd
campus, -ī, *m.*, field, plain
capiō, -ere, cēpī, captus, take, seize
captīvus, -ī, *m.*, captive
caput, capitis, *n.*, head; capital
carrus, -ī, *m.*, cart, wagon
cārus, -a, -um, dear
casa, -ae, *f.*, hut, cottage
castra, -ōrum, *n. plur.*, camp
cathedra, -ae, *f.*, chair
causa, -ae, *f.*, cause, reason
cēdō, -ere, cessī, cessus, move, yield, retreat
celeritās, -ātis, *f.*, speed, swiftness
celeriter, *adv.*, swiftly, quickly
cēlō, -āre, -āvī, -ātus, hide, conceal
cēna, -ae, *f.*, dinner, banquet
cēnō, -āre, -āvī, -ātus, dine, eat
centum, *indecl. num.*, one hundred
certāmen, -inis, *n.*, contest, fight
certē, *adv.*, certainly, surely
certus, -a, -um, sure, certain
cēterī, -ae, -a, *plur.*, the other, the rest
cibus, -ī, *m.*, food
circum, *prep. with acc.*, around
circumstō, -stāre, -stetī, stand around, surround
circus, -ī, *m.*, circus (as the Circus Maximus)
cīvis, -is (-ium), *m.*, citizen
cīvitās, -ātis, *f.*, state
clāmō, -āre, -āvī, -ātus, cry out, shout
clāmor, -ōris, *m.*, shout, cry
clārus, -a, -um, clear, bright; famous
classis, -is (-ium), *f.*, fleet
claudō, -ere, clausī, clausus, close
cognōmen, -inis, *n.*, surname
cognōscō, -gnōscere, -gnōvī, -gnitus, find out, learn; know (*especially in the perfect tenses*)
collis, -is (-ium), *m.*, hill
collum, -ī, *n.*, neck
columba, -ae, *f.*, dove
columna, -ae, *f.*, column, pillar
comes, -itis, *m. and f.*, companion, comrade
committō, -ere, -mīsī, -missus, intrust, commit; **proelium committere**, engage in battle
commoveō, -ēre, -mōvī, -mōtus, move, excite, alarm
compellō, -ere, -pulī, -pulsus, drive together, force, compel
comportō, -āre, -āvī, -ātus, bring together
conclāmō, -āre, -āvī, -ātus, cry out together
condemnō, -āre, -āvī, -ātus, condemn
condiciō, -ōnis, *f.*, terms, condition, agreement
cōnficiō, -ere, -fēcī, -fectus, finish, end
cōnfirmō, -āre, -āvī, -ātus, confirm, strengthen; make
congregō, -āre, -āvī, -ātus, assemble, gather
coniciō, -icere, -jēcī, -jectus, throw
cōnsilium, cōnsilī, *n.*, plan, advice
cōnstantia, -ae, *f.*, steadfastness, firmness
cōnstituō, -ere, -uī, -ūtus, determine, decide

cōnsul, -ulis, *m.*, consul
cōnsulō, -ere, -uī, -tus, consult
contendō, -ere, -tendī, -tentus, hasten; fight
contentus, -a, -um, content, satisfied
continēns, -entis, *f.*, mainland, continent
contineō, -ēre, -uī, -tentus, hold together, contain
contrā, *prep. with acc.*, against
conveniō, -īre, -vēnī, -ventus, come together, assemble
convīva, -ae, *m.*, guest
convocō, -āre, -āvī, -ātus, call together
cōpia, -ae, *f.*, supply, plenty, abundance; *plur.*, troops, forces
cor, cordis, *n.*, heart
cornū, -ūs, *n.*, horn; wing (of an army)
corōna, -ae, *f.*, garland, crown
corpus, -oris, *n.*, body
cotīdiē, *adv.*, daily, every day
crās, *adv.*, tomorrow
crēber, -bra, -brum, thronged, crowded
crēdō, -ere, -didī, -ditus, believe
creō, -āre, -āvī, -ātus, elect
cubiculum, -ī, *n.*, sleeping-room, chamber
culīna, -ae, *f.*, kitchen
culpa, -ae, *f.*, blame, fault
culpō, -āre, -āvī, -ātus, blame
cum, *prep. with abl.*, with
cum, *conj.*, when
cūnctus, -a, -um, all
cupiditās, -ātis, *f.*, desire
cupiō, -ere, -īvī, -ītus, wish, desire
cūr, *adv.*, why?

cūra, -ae, *f.*, care, anxiety
cūrō, -āre, -āvī, -ātus, take care of, care for
currō, -ere, cucurrī, cursus, run
cūstōs, -ōdis, *m.*, guard

damnō, -āre, -āvī, -ātus, condemn
dē, *prep. with abl.*, from, down from; about, concerning
dea, -ae, *f.*, goddess
dēbeō, -ēre, -uī, -itus, owe, ought
decem, *indecl. num.*, ten
decimus, -a, -um, tenth
dēclāmō, -āre, -āvī, -ātus, speak, recite, declaim
dēdecus, -oris, *n.*, disgrace
dēdō, -ere, -didī, -ditus, surrender
dēdūcō, -ere, -dūxī, -ductus, escort, lead away
dēfendō, -ere, -fendī, -fēnsus, defend
dēfessus, -a, -um, tired, wearied, exhausted
dēficiō, -ere, -fēcī, -fectus, fail
deinde, *adv.*, then, next
dēlectō, -āre, -āvī, -ātus, please, delight
dēleō, -ēre, -ēvī, -ētus, destroy
dēmigrō, -āre, -āvī, -ātus, move, move away
dēmum, *adv.*, at last, at length
dēnique, *adv.*, at last, finally
dēplōrō, -āre, -āvī, -ātus, lament, regret
dēpōnō, -ere, -posuī, -positus, lay down, deposit
dēscendō, -ere, -scendī, -scēnsus, climb down, descend
dēsertus, -a, -um, abandoned, deserted

dēsīderō, -āre, -āvī, -ātus, wish, wish for
dēspērō, -āre, -āvī, -ātus, despair of, despair
deus, -ī, *m.*, god
dēvorō, -āre, -āvī, -ātus, eat
dexter, -tra, -trum, right
dextra, -ae, *f.*, right hand
dīcō, -ere, dīxī, dictus, say, tell, speak
dictātor, -ōris, *m.*, dictator
diēs, -ēī, *m.*, day
difficilis, -e, hard, difficult
difficultās, -ātis, *f.*, difficulty
dignitās, -ātis, *f.*, dignity
dīligenter, *adv.*, diligently
dīligentia, -ae, *f.*, industry, carefulness, diligence
dīmittō, -ere, -mīsī, -missus, dismiss, send away
discēdō, -ere, -cessī, -cessus, depart, withdraw
discipulus, -ī, *m.*, pupil
diū, *adv.*, long, for a long time
diūtius, *adv.*, longer
dīvīnus, -a, -um, divine
dō, dare, dedī, datus, give; **poenās dare**, suffer punishment
doceō, -ēre, -uī, -tus, teach
dolor, -ōris, *m.*, grief, indignation
dolus, -ī, *m.*, trick
domicilium, domicilī, *n.*, home
domina, -ae, *f.*, mistress
dominus, -ī, *m.*, master, owner, lord
domus, -ūs, *f.*, house, home
dōnec, *conj.*, until
dōnum, -ī, *n.*, gift
dormiō, -īre, -īvī, -ītus, sleep
dubitō, -āre, -āvī, -ātus, doubt, hesitate
dubium, dubī, *n.*, doubt, uncertainty
dubius, -a, -um, doubtful, uncertain
dūcō, -ere, dūxī, ductus, lead
dum, *conj.*, while
duo, duae, duo, two
duodecim, *indecl. num.*, twelve
dūrus, -a, -um, hard, cruel, harsh
dux, ducis, *m.*, leader, commander

ē, ex, *prep. with abl.*, out of, from, out from
ea, *pers. pron.*, she
ecce, *interj.*, see! behold! look!
ēducō, -āre, -āvī, -ātus, bring up, train
ēdūcō, -ere, -dūxī, -ductus, lead out
ego, *pers. pron.*, I
ēgregius, -a, -um, distinguished, conspicuous
elephantus, -ī, *m.*, elephant
ēloquentia, -ae, *f.*, eloquence
emō, -ere, ēmī, ēmptus, buy, purchase
enim, *conj.*, for, because
ēnūntiō, -āre, -āvī, -ātus, report, reveal
eō, *adv.*, thither, to that place
eques, equitis, *m.*, horseman
equitō, -āre, -āvī, ride a horse
equus, -ī, *m.*, horse
errō, -āre, -āvī, -ātus, wander, roam, stray; be mistaken
et, *conj.*, and; **et . . . et**, both . . . and
etiam, *adv. and conj.*, even
excēdō, -ere, -cessī, -cessus, go out, depart
excipiō, -ere, -cēpī, -ceptus, receive

excitō, -āre, -āvī, -ātus, arouse
exclāmō, -āre, -āvī, -ātus, cry out, exclaim
exemplum, -ī, *n.*, example
exerceō, -ēre, -uī, -itus, train, exercise
exercitus, -ūs, *m.*, army
exīstimō, -āre, -āvī, -ātus, think, believe, regard
expedītus, -a, -um, *adj.*, unhindered
expellō, -ere, -pulī, -pulsus, drive out
expleō, -ēre, -ēvī, -ētus, fill out, fill
explōrātor, -ōris, *m.*, scout
expōnō, -ere, -posuī, -positus, place out, set forth
expugnō, -āre, -āvī, -ātus, take by storm, capture
exsilium, exsilī, *n.*, exile
exspectō, -āre, -āvī, -ātus, wait for, await
extrā, *prep. with acc.*, outside of, beyond
extrahō, -ere, -trāxī, -trāctus, draw out, drag out
exūrō, -ere, -ussī, -ūstus, burn up, consume

fābula, -ae, *f.*, story, tale
facile, *adv.*, easily
facilis, -e, easy
faciō, -ere, fēcī, factus, do, make
factum, -ī, *n.*, deed
facultās, -ātis, *f.*, ease, facility, chance
falx, falcis, *f.*, curved sword
fāma, -ae, *f.*, reputation, fame
familia, -ae, *f.*, family, household
familiāris, -is, *m.*, intimate friend
fātum, -ī, *n.*, fate
favor, -ōris, *m.*, good will, favor
fēlīciter, *adv.*, successfully, happily
fēmina, -ae, *f.*, woman
ferculum, -ī, *n.*, tray
fēriae, -ārum, *f. plur.*, holidays
ferula, -ae, *f.*, ruler
fidēs, -eī, *f.*, faith, trust, confidence
fīdus, -a, -um, trustworthy, faithful
fīlia, -ae, *f.*, daughter
fīlius, fīlī, *m.*, son
fīnis, -is (-ium), *m.*, end; *plur.*, territory
fīnitimus, -a, -um, neighboring, adjacent
flectō, -ere, flexī, flexus, bend, turn
flūmen, -inis, *n.*, river
fluō, -ere, flūxī, flūxus, flow
fluvius, fluvī, *m.*, stream, river
focus, -ī, *m.*, hearth, fireside
foedus, -eris, *n.*, treaty, agreement
fōns, fontis (-ium), *m.*, spring, fountain
fortasse, *adv.*, perhaps
forte, *adv.*, by chance
fortis, -e, brave, courageous
fortiter, *adv.*, bravely
fortitūdō, -inis, *f.*, bravery, courage
fortūna, -ae, *f.*, fortune, lot
forum, -ī, *n.*, forum, market place
fossa, -ae, *f.*, ditch
frangō, -ere, frēgī, frāctus, break, tear down
frāter, -tris, *m.*, brother
fraus, fraudis, *f.*, fraud, wrong
frequentō, -āre, -āvī, -ātus, attend

frūmentum, -ī, *n.*, grain
frūstrā, *adv.*, in vain
fuga, -ae, *f.*, flight
fugiō, -ere, fūgī, fugitus, flee, run away
fugō, -āre, -āvī, -ātus, put to flight, rout
fundō, -ere, fūdī, fūsus, pour

galea, -ae, *f.*, helmet
gallīna, -ae, *f.*, hen
gaudium, gaudī, *n.*, joy
gemma, -ae, *f.*, precious stone
gēns, gentis (-ium), *f.*, tribe, nation
genus, generis, *n.*, kind, sort
gerō, -ere, gessī, gestus, wage, carry on; wear
gladiātor, -ōris, *m.*, gladiator
gladius, gladī, *m.*, sword
glōria, -ae, *f.*, glory, reputation
gradus, -ūs, *m.*, step
grātia, -ae, *f.*, gratitude, thanks; **grātiam habēre,** to be thankful; **grātiās agere,** to give thanks
grātus, -a, -um, pleasing, welcome
gravis, -e, heavy; severe
graviter, *adv.*, heavily
grex, gregis, *m.*, herd, flock

habeō, -ēre, -uī, -itus, have, hold
habitō, -āre, -āvī, -ātus, live, dwell, dwell in
haereō, -ēre, haesī, haesus, remain fixed, stick
herī, *adv.*, yesterday
hic, haec, hoc, *dem. adj. and pron.*, this; *pers. pron.*, he, she, it
hīc, *adv.*, here
hiems, hiemis, *f.*, winter
hinc, *adv.*, from here, hence

hodiē, *adv.*, today
homō, -inis, *m.*, man
honor, -ōris, *m.*, honor
hōra, -ae, *f.*, hour
horreō, -ēre, -uī, shudder, shudder at
horribilis, -e, horrible, frightful
hortus, -ī, *m.*, garden
hostis, -is (-ium), *m.*, enemy
hūc, *adv.*, hither, to this place

ibi, *adv.*, there, in that place
id, *pers. pron.*, it
īdem, eadem, idem, *dem. adj. and pron.*, same
idōneus, -a, -um, fit, suitable
igitur, *conj.*, therefore
ignāvus, -a, -um, cowardly, lazy
ignis, -is (-ium), *m.*, fire
ignōrō, -āre, -āvī, -ātus, not know, be ignorant
ille, illa, illud, *dem. adj. and pron.*, that; *pers. pron.*, he, she, it
immēnsus, -a, -um, huge, immense
impedīmentum, -ī, *n.*, hindrance; *plur.*, baggage
impediō, -īre, -īvī, -ītus, hinder
impedītus, -a, -um, *adj.*, hindered
impellō, -ere, -pulī, -pulsus, drive on, impel
imperātor, -ōris, *m.*, commander, general
imperātum, -ī, *n.*, order, command
imperium, imperī, *n.*, command, order, power, dominion
impetus, -ūs, *m.*, attack
impleō, -ēre, -ēvī, -ētus, fill in, fill
implōrō, -āre, -āvī, -ātus, beg, implore

impluvium, impluvī, *n.*, impluvium
impōnō, -ere, -posuī, -positus, place on, put on
in, *prep. with abl.*, in, on; *with acc.*, into, toward, against
incipiō, -ere, -cēpī, -ceptus, begin
incitō, -āre, -āvī, -ātus, arouse, stir, incite
inclūdō, -ere, -clūsī, -clūsus, confine, shut in
incognitus, -a, -um, unknown
incola, -ae, *m.*, inhabitant
incolumis, -e, unharmed, safe
inde, *adv.*, thence, from that place
indūcō, -ere, -dūxī, -ductus, lead on
induō, -ere, -uī, -ūtus, put on
īnfāns, -fantis (-ium), *m.*, child
ingenium, ingenī, *n.*, ability
ingēns, ingentis, mighty, huge, great
inimīcus, -a, -um, unfriendly
inimīcus, -ī, *m.*, enemy
initium, initī, *n.*, beginning
injūria, -ae, *f.*, injury, wrong
inopia, -ae, *f.*, lack, want
inquit, says he (she); said he (she)
īnsidiae, -ārum, *f. plur.*, trick, stratagem
īnsigne, -is (-ium), *n.*, decoration
īnsula, -ae, *f.*, island
integer, -gra, -grum, whole, fresh
intellegō, -ere, -lēxī, -lēctus, understand, learn
inter, *prep. with acc.*, between, among
interdum, *adv.*, sometimes
intereā, *adv.*, meanwhile
interficiō, -ere, -fēcī, -fectus, kill
interim, *adv.*, meanwhile
intermittō, -ere, -mīsī, -missus, stop, interrupt, cease
interritus, -a, -um, unafraid, unterrified
interrogō, -āre, -āvī, -ātus, ask, inquire
intrā, *prep. with acc.*, within, inside
intrō, -āre, -āvī, -ātus, go into, enter
inveniō, -īre, -vēnī, -ventus, come upon, find
invictus, -a, -um, unconquered
ipse, ipsa, ipsum, *intens. adj. and pron.*, self, himself, herself, itself; very
īra, -ae, *f.*, anger
īrātus, -a, -um, angry
is, *pers. pron.*, he
is, ea, id, *dem. adj. and pron.*, this, that
ita, *adv.*, thus, as follows; **ita vērō**, yes
itaque, *conj.*, and so, therefore
iter, itineris, *n.*, journey, march
iterum, *adv.*, again

jaceō, -ēre, -uī, lie
jaciō, -ere, jēcī, jactus, throw, hurl
jactō, -āre, -āvī, -ātus, throw, toss
jam, *adv.*, now, already
jānitor, -ōris, *m.*, doorkeeper
jānua, -ae, *f.*, door, doorway
jubeō, -ēre, jussī, jussus, order, command
jūdicō, -āre, -āvī, -ātus, judge
jugum, -ī, *n.*, yoke
jūmentum, -ī, *n.*, beast of burden

jungō, -ere, jūnxī, jūnctus, join
jūrō, -āre, -āvī, -ātus, swear, take oath
jūs, jūris, *n.*, right, law, power
jūsjūrandum, jūrisjūrandī, *n.*, oath
juvenis, -is, *m.*, young man
juvō, -āre, jūvī, jūtus, aid, help, assist

labor, -ōris, *m.*, toil, work
labōrō, -āre, -āvī, -ātus, work, toil
lacrima, -ae, *f.*, tear
laetus, -a, -um, happy, glad
lanterna, -ae, *f.*, lantern
lapis, -idis, *m.*, stone
lātitūdō, -inis, *f.*, width, breadth
latus, lateris, *n.*, side
lātus, -a, -um, wide, broad
laudō, -āre, -āvī, -ātus, praise
lavō, -āre, lāvī, lautus, wash, bathe
lectīca, -ae, *f.*, litter
lectus, -ī, *m.*, couch, bed
lēgātiō, -ōnis, *f.*, embassy, deputation
lēgātus, -ī, *m.*, lieutenant, officer; envoy
legiō, -ōnis, *f.*, legion
legō, -ere, lēgī, lēctus, read; gather
lēgō, -āre, -āvī, -ātus, appoint
lēx, lēgis, *f.*, law
libenter, *adv.*, willingly, gladly
liber, librī, *m.*, book
līber, -era, -erum, free
līberī, -ōrum, *m. plur.*, children
līberō, -āre, -āvī, -ātus, set free, liberate
lībertās, -ātis, *f.*, liberty
lictor, -ōris, *m.*, lictor
ligō, -āre, -āvī, -ātus, bind
lingua, -ae, *f.*, tongue; language
lītera, -ae, *f.*, letter; *plur.*, letter, epistle
lītus, -oris, *n.*, shore
locō, -āre, -āvī, -ātus, place, put, station
locus, -ī, *m.* (*plur.*, **loca, -ōrum**, *n.*), place
longē, *adv.*, far
longus, -a, -um, long
lūdō, -ere, lūsī, lūsus, play
lūdus, -ī, *m.*, school; game, sport
lūna, -ae, *f.*, moon
lupa, -ae, *f.*, wolf

maculō, -āre, -āvī, -ātus, spot, spoil
magicus, -a, -um, magic
magis, *adv.*, more
magister, -trī, *m.*, master, teacher
magnitūdō, -inis, *f.*, size
magnopere, *adv.*, greatly
magnus, -a, -um, great, large
male, *adv.*, badly
malus, -a, -um, bad, wicked
maneō, -ēre, mānsī, mānsus, remain, stay
manus, -ūs, *f.*, hand; group, band
mappa, -ae, *f.*, napkin, towel
mare, -is (-ium), *n.*, sea
marīta, -ae, *f.*, wife
maritimus, -a, -um, sea (belonging to the sea)
marītus, -ī, *m.*, husband
māter, mātris, *f.*, mother
mātrimōnium, mātrimōnī, *n.*, matrimony
mātrōna, -ae, *f.*, lady
maximē, *adv.*, greatly, especially, most

maximus, -a, -um, very large, greatest, largest
medicus, -ī, *m.*, doctor
medius, -a, -um, middle, middle of
memoria, -ae, *f.*, memory
mēns, mentis, *f.*, mind, thought
mēnsa, -ae, *f.*, table
mereō, -ēre, -uī, -itus, deserve, merit, earn
mergō, -ere, mersī, mersus, plunge, sink
merīdiēs, -ēī, *m.*, midday, noon
mēta, -ae, *f.*, goal
meus, -a, -um, my, mine
mī (*voc. of* **meus**), my
migrō, -āre, -āvī, -ātus, move
mīles, -itis, *m.*, soldier
mīlle (*plur.* **mīlia, -ium**), thousand
minimē, *adv.*, by no means, not at all, no
minimus, -a, -um, *adj.*, smallest, least
minus, *adv.*, less
miser, -era, -erum, poor, wretched
mittō, -ere, mīsī, missus, send
modus, -ī, *m.*, way, manner
moenia, -ium, *n. plur.*, walls
moneō, -ēre, -uī, -itus, warn, advise
mōns, montis (**-ium**), *m.*, mountain
mōnstrō, -āre, -āvī, -ātus, point out, show
mōnstrum, -ī, *n.*, monster
montānī, -ōrum, *m. plur.*, dwellers on the mountains
monumentum, -ī, *n.*, monument, memorial
mora, -ae, *f.*, delay
mors, mortis (**-ium**), *f.*, death
mōs, mōris, *m.*, custom
moveō, -ēre, mōvī, mōtus, move
mox, *adv.*, soon
mulier, -eris, *f.*, woman
multitūdō, -inis, *f.*, great number
multō, *adv.*, much
multus, -a, -um, much; *plur.*, many
mūniō, -īre, -īvī, -ītus, build, fortify
mūnus, -eris, *n.*, task, gift
mūrus, -ī, *m.*, wall
mūtō, -āre, -āvī, -ātus, change

nam, *conj.*, for
namque, *conj.*, for
nārrō, -āre, -āvī, -ātus, tell, narrate
natō, -āre, -āvī, -ātus, swim
nātūra, -ae, *f.*, nature
nauta, -ae, *m.*, sailor
nāvicula, -ae, *f.*, boat
nāvigium, nāvigī, *n.*, boat, vessel, ship
nāvigō, -āre, -āvī, -ātus, sail, manage (a boat)
nāvis, -is (**-ium**), *f.*, ship
-ne, *adv.*, *sign of a question*
nec . . . nec, neither . . . nor
necesse, *indecl. adj.*, necessary
necō, -āre, -āvī, -ātus, kill
neglegō, -ere, -lēxī, -lēctus, neglect
negō, -āre, -āvī, -ātus, deny, refuse, say no
nēmō (*dat.* **nēminī**, *acc.* **nēminem**), *m. and f.*, no one
nepōs, -ōtis, *m.*, grandson
neque, *conj.*, and not, nor; **neque . . . neque**, neither . . . nor
nihil, *n., indecl.*, nothing
nimius, -a, -um, too great

nōbilis, -e, noble; **nōbilēs, -ium**, *m. plur.*, the nobles
nōlī, nōlīte, do not
nōmen, -inis, *n.*, name
nōminō, -āre, -āvī, -ātus, name
nōn, *adv.*, not; **nōn diūtius**, no longer; **nōn jam**, no longer; **nōn sōlum . . . sed etiam**, not only . . . but also
nōndum, *adv.*, not yet
nōnne, *adv.*, not? (*suggests an affirmative answer*)
nōnus, -a, -um, ninth
noster, -tra, -trum, our, ours
nōtus, -a, -um, well known, famous
novem, *indecl. num.*, nine
novus, -a, -um, new
nox, noctis (-ium), *f.*, night
nūllus, -a, -um, not any, none, no
num, *adv., suggests a negative answer*
numerō, -āre, -āvī, -ātus, count, count out
numerus, -ī, *m.*, number
numquam, *adv.*, never
nunc, *adv.*, now
nūntiō, -āre, -āvī, -ātus, tell, announce
nūntius, nūntī, *m.*, messenger
nūper, *adv.*, recently
nusquam, *adv.*, nowhere
nympha, -ae, *f.*, nymph

ob, *prep. with acc.*, on account of, because of
obiciō, -ere, -jēcī, -jectus, throw against
obses, -idis, *m.*, hostage
obsideō, -ēre, -sēdī, -sessus, besiege
obstringō, -ere, -strīnxī, -strictus, bind
obtineō, -ēre, -uī, -tentus, secure, get hold of
occāsiō, -ōnis, *f.*, chance, opportunity
occīdō, -ere, -cīdī, -cīsus, kill
occupō, -āre, -āvī, -ātus, seize, hold, lay hold of
ōceanus, -ī, *m.*, ocean
octāvus, -a, -um, eighth
octō, *indecl. num.*, eight
oculus, -ī, *m.*, eye
offendō, -ere, -fendī, -fēnsus, offend
officium, officī, *n.*, duty
ōlim, *adv.*, formerly, once
ōmen, ōminis, *n.*, omen
omnīnō, *adv.*, entirely, altogether
omnis, -e, all
opera, -ae, *f.*, work, attention
oppidānus, -ī, *m.*, townsman
oppidum, -ī, *n.*, town
oppugnātiō, -ōnis, *f.*, attack
oppugnō, -āre, -āvī, -ātus, attack, besiege
optimē, *adv.*, very well, excellently
optimus, -a, -um, very good, best
opus, operis, *n.*, work
ōra, -ae, *f.*, shore
ōrāculum, -ī, *n.*, oracle
ōrātiō, -ōnis, *f.*, speech, oration
orbis, -is (-ium), *m.*, circle
ōrdō, -inis, *m.*, rank, class, order
ōrnāmentum, -ī, *n.*, adornment, ornament
ōrnō, -āre, -āvī, -ātus, adorn, deck
ōrō, -āre, -āvī, -ātus, ask for, plead for, beg
ōstium, ōstī, *n.*, entrance, doorway
ōtium, ōtī, *n.*, leisure

paedagōgus, -ī, *m.*, paedagogus, servant (in charge of young boys)
paenīnsula, -ae, *f.*, peninsula
parātus, -a, -um, ready, prepared
parō, -āre, -āvī, -ātus, prepare, make ready
pars, partis (-ium), *f.*, part, share
parvus, -a, -um, little, small
passus, -ūs, *m.*, step, pace
pater, patris, *m.*, father
patientia, -ae, *f.*, patience
patria, -ae, *f.*, native land
patruus, -ī, *m.*, uncle
paucī, -ae, -a, few, only a few
paulisper, *adv.*, a little while
paulō, *adv.*, a little, by a little
pāx, pācis, *f.*, peace
pecūnia, -ae, *f.*, money
pedes, -itis, *m.*, foot soldier
pellō, -ere, pepulī, pulsus, drive
pendō, -ere, pependī, pēnsus, hang, weigh; pay
penetrō, -āre, -āvī, -ātus, penetrate
penna, -ae, *f.*, feather
per, *prep. with acc.*, through
perdūcō, -ere, -dūxī, -ductus, lead through, lead
perficiō, -ere, -fēcī, -fectus, complete
perfidia, -ae, *f.*, treachery
perfidus, -a, -um, treacherous
perīculum, -ī, *n.*, danger, peril
peristȳlium, peristȳlī, *n.*, peristyle
permaneō, -ēre, -mānsī, -mānsus, remain through, remain
permittō, -ere, -mīsī, -missus, allow, intrust
permoveō, -ēre, -mōvī, -mōtus, thoroughly move, disturb, alarm
persōna, -ae, *f.*, character, person
perspiciō, -ere, -spexī, -spectus, see through, see, perceive
perterreō, -ēre, -uī, -itus, thoroughly frighten
pertineō, -ēre, -uī, -tentus, extend to, pertain
perveniō, -īre, -vēnī, -ventus, come through, arrive
pēs, pedis, *m.*, foot
petō, -ere, petīvī, petītus, seek, ask
pictūra, -ae, *f.*, picture, illustration
pīlum, -ī, *n.*, javelin
plānus, -a, -um, flat, level
plēnus, -a, -um, full
plōrō, -āre, -āvī, -ātus, lament, regret; weep
plūs, plūris (*comp. of* **multus**), more
poena, -ae, *f.*, punishment, penalty
poēta, -ae, *m.*, poet
pōmum, -ī, *n.*, apple
pōnō, -ere, posuī, positus, put, place
pōns, pontis (-ium), *m.*, bridge
populus, -ī, *m.*, people
porcus, -ī, *m.*, pig
porta, -ae, *f.*, gate, entrance, door
portō, -āre, -āvī, -ātus, carry
possum, posse, potuī, be able, can
post, *adv.*, afterwards, after this
post, *prep. with acc.*, after, behind
posteā, *adv.*, afterwards
posterī, -ōrum, *m. plur.*, descendants
posterus, -a, -um, next, following
postquam, *conj.*, after
postulō, -āre, -āvī, -ātus, demand
potestās, -ātis, *f.*, power

praebeō, -ēre, -uī, -itus, furnish, offer, present
praeda, -ae, *f.*, booty, plunder, prey
praemittō, -ere, -mīsī, -missus, send ahead
praemium, praemī, *n.*, reward
praesertim, *adv.*, especially
praesidium, praesidī, *n.*, defense, protection; guard
praestō, -āre, -stitī, excel; exhibit
praeter, *prep. with acc.*, beyond
praetereā, *adv.*, besides, moreover
praetōrium, praetōrī, *n.*, general's tent
prehendō, -ere, -hendī, -hēnsus, grasp, seize, take hold of
premō, -ere, pressī, pressus, press, press hard, overwhelm
pretiōsus, -a, -um, precious, valuable, costly
pretium, pretī, *n.*, price
prīmō, *adv.*, at first, in the beginning
prīmum, *adv.*, first, first of all
prīmus, -a, -um, first
prīnceps, -ipis, *m.*, leader, chief
prīvō, -āre, -āvī, -ātus, deprive, rob
prō, *prep. with abl.*, in behalf of, for; in front of
probō, -āre, -āvī, -ātus, approve, approve of; prove
prōcēdō, -ere, -cessī, -cessus, go forward, advance, proceed
procul, *adv.*, at a distance, afar
prōdūcō, -ere, -dūxī, -ductus, lead out, lead forward
proelium, proelī, *n.*, battle, combat
prōficiō, -ere, -fēcī, -fectus, accomplish
prōiciō, -ere, -jēcī, -jectus, throw forward
prōnūntiō, -āre, -āvī, -ātus, announce, proclaim
prope, *prep. with acc.*, near
properō, -āre, -āvī, -ātus, hurry, hasten
propinquus, -a, -um, near
propinquus, -ī, *m.*, relative
prōpōnō, -ere, -posuī, -positus, place before
proprius, -a, -um, one's own
propter, *prep. with acc.*, because of, on account of
prōvincia, -ae, *f.*, province
proximus, -a, -um, very near, close by, next
pūblicus, -a, -um, public
puella, -ae, *f.*, girl
puer, puerī, *m.*, boy
pugna, -ae, *f.*, fight, battle
pugnō, -āre, -āvī, -ātus, fight
pulcher, -chra, -chrum, beautiful, pretty
pulchritūdō, -inis, *f.*, beauty
pupa, -ae, *f.*, doll
pūrus, -a, -um, clean, white, pure
putō, -āre, -āvī, -ātus, think, reckon
putridus, -a, -um, rotten

quadrīga, -ae, *f.*, four-horse chariot
quaerō, -ere, quaesīvī, quaesītus, ask, seek
quālis, -e, what sort, what kind (of)
quam, *adv.*, how! what a!
quam, *conj.*, than
quamquam, *conj.*, although
quandō, *adv.*, when
quantus, -a, -um, how great
quārtus, -a, -um, fourth

quasi, *adv. and conj.*, as if
quattuor, *indecl. num.*, four
quattuordecim, *indecl. num.*, fourteen
-que, *enclitic*, and
quī, quae, quod, *rel. pron.*, who, which, what, that
quiēs, -ētis, *f.*, rest, quiet
quīndecim, *indecl. num.*, fifteen
quīnque, *indecl. num.*, five
quīntus, -a, -um, fifth
quis (quī), quae, quid (quod), *interrog. pron. and adj.*, who? what? which?
quō, *adv.*, whither
quod, *conj.*, because
quondam, *adv.*, formerly, once upon a time
quoque, *conj.*, also, too
quot, *indecl. adj.*, how many

rādīx, -īcis, *f.*, root
rapiō, -ere, -uī, -tus, seize
ratiō, -ōnis, *f.*, plan, method
recipiō, -ere, -cēpī, -ceptus, take back, receive
recitō, -āre, -āvī, -ātus, recite
rēctē, *adv.*, rightly
recūsō, -āre, -āvī, -ātus, refuse
reddō, -ere, -didī, -ditus, give back
redūcō, -ere, -dūxī, -ductus, lead back
reficiō, -ere, -fēcī, -fectus, repair
rēgia, -ae, *f.*, palace, royal abode
rēgīna, -ae, *f.*, queen
regiō, -ōnis, *f.*, region
rēgnō, -āre, -āvī, -ātus, rule, reign
rēgnum, -ī, *n.*, kingdom, realm
regō, -ere, rēxī, rēctus, rule, guide
relinquō, -ere, relīquī, relictus, leave, abandon
reliquus, -a, -um, rest of, remaining; *plur.*, the rest
remittō, -ere, -mīsī, -missus, send back
removeō, -ēre, -mōvī, -mōtus, take back, remove
rēmus, -ī, *m.*, oar
renovō, -āre, -āvī, -ātus, renew, begin again
renūntiō, -āre, -āvī, -ātus, report
repellō, -ere, reppulī, repulsus, drive back, repulse
reperiō, -īre, repperī, repertus, find, find out
replēō, -ēre, -ēvī, -ētus, fill
reportō, -āre, -āvī, -ātus, carry back, gain, win
repudiō, -āre, -āvī, -ātus, reject, refuse
rēs, reī, *f.*, thing
rēs pūblica, reī pūblicae, *f.*, state, republic, commonwealth
respondeō, -ēre, -spondī, -spōnsus, answer, reply
respōnsum, -ī, *n.*, answer, response
retineō, -ēre, -tinuī, -tentus, retain, hold back
revocō, -āre, -āvī, -ātus, recall, call back
rēx, rēgis, *m.*, king
rīdeō, -ēre, rīsī, rīsus, laugh, smile, laugh at
rīma, -ae, *f.*, crevice, crack
rīpa, -ae, *f.*, bank
rogō, -āre, -āvī, -ātus, ask

rosa, -ae, *f.*, rose
rota, -ae, *f.*, wheel
ruber, -bra, -brum, red
ruīna, -ae, *f.*, ruin
rumpō, -ere, rūpī, ruptus, break, destroy
rūpēs, -is (-ium), *f.*, rock, cliff
rūrsus, *adv.*, again

sacer, -cra, -crum, sacred
sacrificium, sacrificī, *n.*, sacrifice, offering
saepe, *adv.*, often
sagitta, -ae, *f.*, arrow
salūs, -ūtis, *f.*, safety
salūtō, -āre, -āvī, -ātus, greet, salute
salvē, salvēte, hail! greetings!
sanguis, -inis, *m.*, blood
sapientia, -ae, *f.*, wisdom
sarcina, -ae, *f.*, pack
satis, *adj. and adv.*, enough
satisfaciō, -ere, -fēcī, -factus, satisfy
saxum, -ī, *n.*, rock
scandō, -ere, climb
scelerātus, -a, -um, wicked
sciō, -īre, -īvī, -ītus, know
scrība, -ae, *m.*, clerk
scrībō, -ere, scrīpsī, scrīptus, write
scrīptor, -ōris, *m.*, writer
scūtum, -ī, *n.*, shield
secundus, -a, -um, second
sed, *conj.*, but
sedeō, -ēre, sēdī, sessus, sit
sēdēs, -is (-ium), *f.*, dwelling-place
sella, -ae, *f.*, stool
semper, *adv.*, always
senātor, -ōris, *m.*, senator
senātus, -ūs, *m.*, senate
senectūs, -ūtis, *f.*, old age
senex, senis, *m.*, old man
sententia, -ae, *f.*, motto, opinion
sentiō, -īre, sēnsī, sēnsus, feel, be aware of
septem, *indecl. num.*, seven
septimus, -a, -um, seventh
sermō, -ōnis, *m.*, talk, conversation
serva, -ae, *f.*, slave, maidservant
servō, -āre, -āvī, -ātus, save, preserve
servus, -ī, *m.*, slave, servant, manservant
sevērus, -a, -um, severe, stern, strict
sex, *indecl. num.*, six
sextus, -a, -um, sixth
sī, *conj.*, if
sīc, *adv.*, thus, in this way, so
signum, -ī, *n.*, signal, sign
silva, -ae, *f.*, wood, forest
similis, -e, like, similar
simul, *adv.*, at the same time; **simul ac**, as soon as
simulācrum, -ī, *n.*, image
sine, *prep. with abl.*, without
sinister, -tra, -trum, left
sinistra, -ae, *f.*, left hand
sinus, -ūs, *m.*, fold
sistō, -ere, stitī, status, stand, set
situs, -a, -um, situated, located
socius, socī, *m.*, comrade, friend, ally
sōl, sōlis, *m.*, sun
sōlus, -a, -um, alone
solvō, -ere, solvī, solūtus, loosen, unfasten
somnus, -ī, *m.*, sleep, slumber

soror, -ōris, *f.*, sister
spatium, spatī, *n.*, space, room, distance
spectāculum, -ī, *n.*, show, spectacle
spectātor, -ōris, *m.*, spectator
spectō, -āre, -āvī, -ātus, look at
speculum, -ī, *n.*, mirror
spērō, -āre, -āvī, -ātus, hope
spēs, speī, *f.*, hope
spīrō, -āre, -āvī, -ātus, breathe
splendidus, -a, -um, splendid, fine
spoliō, -āre, -āvī, -ātus, rob, despoil
statim, *adv.*, at once, immediately
statua, -ae, *f.*, statue
statuō, -ere, -uī, -ūtus, set up, place
stilus, -ī, *m.*, stilus
stō, stāre, stetī, stātus, stand
stringō, -ere, strīnxī, strictus, draw, unsheathe
struō, struere, strūxī, strūctus, build
studium, studī, *n.*, zeal, eagerness; study
stupeō, -ēre, -uī, be dazed, be amazed
sub, *prep. with acc. and abl.*, under
subitō, *adv.*, suddenly
sublicius, -a, -um, built on piles
subsellium, subsellī, *n.*, seat, bench
subsidium, subsidī, *n.*, help, assistance
succēdō, -ere, -cessī, -cessus, follow
suī, *reflex. pron.*, of himself (herself, itself, themselves)
sum, esse, fuī, futūrus, be
summus, -a, -um, greatest, highest
sūmō, -ere, sūmpsī, sūmptus, take, undertake; **sūmere supplicium dē**, inflict punishment on
sūmptuōsus, -a, -um, expensive, lavish
super, *prep. with acc.*, above, over
superbia, -ae, *f.*, pride
superbus, -a, -um, proud, haughty
superō, -āre, -āvī, -ātus, overcome, defeat
supplicium, supplicī, *n.*, punishment
sustineō, -ēre, -uī, -tentus, endure, withstand
suus, -a, -um, *reflex.*, his, her, its, their (own)

tabella, -ae, *f.*, tablet
taberna, -ae, *f.*, shop, store
tablīnum, -ī, *n.*, tablinum
tabula, -ae, *f.*, table, map
taceō, -ēre, -uī, -itus, be silent
tālāria, -ium, *n. plur.*, winged sandals
tamen, *conj.*, nevertheless, yet
tandem, *adv.*, at last, finally
tangō, -ere, tetigī, tāctus, touch
tantus, -a, -um, so great
tardus, -a, -um, slow, late, tardy
tēctum, -ī, *n.*, roof, covering
tēlum, -ī, *n.*, weapon
tempestās, -ātis, *f.*, storm
templum, -ī, *n.*, temple
temptō, -āre, -āvī, -ātus, try, attempt
tempus, -oris, *n.*, time
teneō, -ēre, -uī, hold
tergum, -ī, *n.*, back
terminus, -ī, *m.*, end, limit, boundary

terra, -ae, *f.*, land, country, earth
terreō, -ēre, -uī, -itus, frighten, scare
terror, -ōris, *m.*, terror, fright
tertius, -a, -um, third
timeō, -ēre, -uī, fear, be afraid of
timidus, -a, -um, frightened, timid
timor, -ōris, *m.*, fear
toga, -ae, *f.*, toga
togātus, -a, -um, dressed in the toga
tōtus, -a, -um, whole, all, entire
trahō, -ere, trāxī, trāctus, drag, draw, pull
trāiciō, -ere, -jēcī, -jectus, throw across; cross
trānō, -āre, -āvī, swim across
tranquillus, -a, -um, calm, serene
trāns, *prep. with acc.*, across, over
trānsmarīnus, -a, -um, across the sea
trānsportō, -āre, -āvī, -ātus, carry over, carry across
trecentī, -ae, -a, three hundred
tredecim, *indecl. num.*, thirteen
trēs, tria, three
tribūnus, -ī, *m.*, tribune
tribuō, -ere, -uī, -ūtus, give, grant, bestow
triclīnium, triclīnī, *n.*, triclinium
trīgintā, *indecl. num.*, thirty
trīstis, -e, sad, disagreeable
triumphus, -ī, *m.*, triumph, triumphal procession
tū, *pers. pron.*, you
tuba, -ae, *f.*, trumpet
tum, *adv.*, then
tunica, -ae, *f.*, tunic
turba, -ae, *f.*, crowd
turbō, -āre, -āvī, -ātus, disturb, stir up
turris, turris (-ium), *f.*, tower
tūtus, -a, -um, safe, unharmed
tuus, -a, -um, your, yours (*of only one person*)

ubi, *adv.*, where; *conj.*, when
ūllus, -a, -um, any
ultrā, *prep. with acc.*, beyond
umbra, -ae, *f.*, shade, shadow
umquam, *adv.*, ever
unda, -ae, *f.*, wave
unde, *adv.*, whence
undecim, *indecl. num.*, eleven
undique, *adv.*, on all sides
ūnus, -a, -um, one
urbs, urbis (-ium), *f.*, city
ūsque, *adv.*, all the way, up to
ut, *conj.*, as
uxor, -ōris, *f.*, wife

vacuus, -a, -um, empty
vādō, -ere, go, walk
valē, valēte (*imper. of* **valeō**), good-by, farewell
valeō, -ēre, -uī, -itus, be well, be strong
validus, -a, -um, strong, sturdy, robust
vāllum, -ī, *n.*, rampart
vāstō, -āre, -āvī, -ātus, lay waste, devastate
vehō, -ere, vexī, vectus, carry, bear
vel, *conj.*, or; **vel . . . vel**, either . . . or
velut, *adv.*, as if
venēnum, -ī, *n.*, poison
veniō, -īre, vēnī, ventus, come
ventus, -ī, *m.*, wind
verbum, -ī, *n.*, word
vērō, *adv.*, truly
vertō, -ere, vertī, versus, turn

vērus, -a, -um, true
vesper, -erī, *m.*, evening
vester, -tra, -trum, your, yours (*of more than one person*)
vestibulum, -ī, *n.*, entrance hall, vestibulum
vēstīgium, vēstīgī, *n.*, footprint, footstep
vestīmentum, -ī, *n.*, clothing
via, -ae, *f.*, way, street, road
vīcīnus, -a, -um, neighboring, near
vīcīnus, -ī, *m.*, neighbor
victor, -ōris, *m.*, victor
victōria, -ae, *f.*, victory
victus, -a, -um, conquered
videō, -ēre, vīdī, vīsus, see
vīgintī, *indecl. num.*, twenty
villa, -ae, *f.*, villa, country house
vinciō, -īre, vīnxī, vīnctus, bind
vincō, -ere, vīcī, victus, conquer, overcome
vīnctus, -a, -um, bound
vinculum, -ī, *n.*, chain, bond
viola, -ae, *f.*, violet
vir, virī, *m.*, man
virga, -ae, *f.*, rod, switch
virgō, -inis, *f.*, maiden
virtūs, -ūtis, *f.*, courage, valor, manliness
vīsitō, -āre, -āvī, -ātus, visit
vīta, -ae, *f.*, life
vītō, -āre, -āvī, -ātus, avoid, escape
vīvō, -ere, vīxī, vīctus, live
vīvus, -a, -um, alive, living
vocō, -āre, -āvī, -ātus, call
volō, -āre, -āvī, -ātus, fly
volvō, -ere, volvī, volūtus, roll
voveō, -ēre, vōvī, vōtus, promise, vow
vōx, vōcis, *f.*, voice, word
vulnerātus, -a, -um, wounded
vulnerō, -āre, -āvī, -ātus, wound
vulnus, -eris, *n.*, wound
vultus, -ūs, *m.*, countenance

ENGLISH–LATIN VOCABULARY

The principal parts of the Latin verbs may be found in the Latin-English Vocabulary. The figure after a verb indicates the conjugation of the verb

a, an, *not translated*
abandon, relinquō, 3
above, super
across, trāns, *with acc.*
act, agō, 3
adore, adōrō, 1
adorn, ōrnō
advice, cōnsilium, cōnsilī, *n.*
against, contrā *or* ad, *with acc.*
aged man, senex, senis, *m.*
aid, *n.*, auxilium, auxilī, *n.*
Alexander, Alexander, -drī, *m.*
all, omnis, omne
ally, socius, socī, *m.*
alone, sōlus, -a, -um
also, quoque, etiam
always, semper
among, inter *or* apud, *with acc.*
ancient, antīquus, -a, -um
and, et, -que
anger, īra, -ae, *f.*
announce, nūntiō, 1
approve, probō, 1
are, *not translated if auxiliary*; sum, *if otherwise used*
arm, armō, 1
arms, arma, -ōrum, *n. plur.*
army, exercitus, -ūs, *m.*
around, circum, *with acc.*
arouse, incitō, 1
arrive, perveniō, 4
ascend, ascendō, 3
Asia, Asia, -ae, *f.*
ask, rogō, 1; petō, 3
at once, statim
atrium, ātrium, ātrī, *n.*
attack, *v.*, oppugnō, 1
attack, *n.*, impetus, -ūs, *m.*
authority, auctōritās, auctōritātis, *f.*
away from, ā *or* ab, *with abl.*

battle, proelium, proelī, *n.*; pugna, -ae, *f.*
be, sum
be able, possum
because, quod
because of, *abl. of cause*; propter, *with acc.*
besiege, obsideō, 2
blame, *v.*, culpō, 1
boat, nāvicula, -ae, *f.*; nāvigium, nāvigī, *n.*
body, corpus, corporis, *n.*
bold, audāx, -ācis
boldness, audācia, -ae, *f.*
book, liber, -brī, *m.*
booty, praeda -ae, *f.*
both . . . and, et . . . et
boy, puer, puerī, *m.*
brave, fortis, -e
bravely, fortiter

break, frangō, 3
brother, frāter, frātris, *m.*
build, aedificō, 1
building, aedificium, aedificī, *n.*
but, sed
by, ā *or* ab, *with abl., if agent*; *abl. alone, if means*

Caesar, Caesar, Caesaris, *m.*
call, vocō, 1
camp, castra, -ōrum, *n. plur.*
cannot, nōn potest, nōn possunt
captive, captīvus, -ī, *m.*
capture, capiō, 3; expugnō, 1
care, cūra, -ae, *f.*
care for, cūrō, 1
carry, portō, 1
carry on, gerō, 3
cart, carrus, -ī, *m.*
children, līberī, -ōrum, *m. plur.*
citizen, cīvis, cīvis, *m.*
city, urbs, urbis, *f.*
clear, clārus, -a, -um
climb, scandō, 3
close, claudō, 3
come, veniō, 4
command, *v.*, jubeō, 2
command, *n.*, imperium, imperī, *n.*
commander, imperātor, imperātōris, *m.*; dux, ducis, *m.*
companion, comes, comitis, *m.*; socius, socī, *m.*
conceal, cēlō, 1
condition, condiciō, condiciōnis, *f.*
confirm, cōnfirmō, 1
conquer, vincō, 3; superō, 1
consul, cōnsul, cōnsulis, *m.*
Coriolanus, Coriolānus, -ī, *m.*
Cornelia, Cornēlia, -ae, *f.*
cottage, casa, -ae, *f.*
courage, virtūs, virtūtis, *f.*

daily, cotīdiē
danger, perīculum, -ī, *n.*
daughter, fīlia, -ae, *f.*
day, diēs, diēī, *m.*
death, mors, mortis, *f.*
deep, altus, -a, -um
defeat, vincō, 3
defend, dēfendō, 3
delay, *n.*, mora, -ae, *f.*
delight, dēlectō, 1
depart, discēdō, 3; excēdō, 3
descend, dēscendō, 3
desire, cupiō, 3
despair, dēspērō, 1
destroy, vāstō, 1; dēleō, 2
determine, cōnstituō, 3
diligence, dīligentia, -ae, *f.*
dine, cēnō, 1
do, agō, 3; faciō, 3
do not, nōlī, nōlīte
doorway, jānua, -ae, *f.*
dove, columba, -ae, *f.*
down from, dē, *with abl.*
drag, trahō, 3
dread, timeō, 2
duty, officium, officī, *n.*

eight, octō
either . . . or, vel . . . vel; aut . . . aut
elected, creātus, -a, -um
elephant, elephantus, -ī, *m.*
eloquence, ēloquentia, -ae, *f.*
end, fīnis, fīnis, *m.*
enemy, hostis, hostis, *m.*; inimīcus, -ī, *m.*
enter, intrō, 1
Europe, Eurōpa, -ae, *f.*
every day, cotīdiē
exercise, exerceō, 2
exile, exsilium, exsilī, *n.*

fair, aequus, -a, -um
fall, cadō, 3
famous, clārus, -a, -um
far away, procul
farmer, agricola, -ae, *m.*
father, pater, patris, *m.*
fear, *v.*, timeō, 2
fear, *n.*, timor, timōris, *m.*
few, paucī, -ae, -a
field, ager, agrī, *m.*
fifth, quīntus, -a, -um
fight, *v.*, pugnō, 1
fight, *n.*, proelium, proelī, *n.*; pugna, -ae, *f.*
find, reperiō, 4
first, prīmus, -a, -um
five, quīnque
Flaccus, Flaccus, -ī, *m.*
flee, fugiō, 3
fly, volō, 1
food, cibus, -ī, *m.*
foot soldier, pedes, peditis, *m.*
for, *sign of the dative*
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here, hīc
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house, aedēs, -ium, *f. plur.*
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I, ego
if, sī
in, in, *with abl.*
in defense of, prō, *with abl.*
in front of, prō, *with abl.*; ante, *with acc.*
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it, id
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javelin, pīlum, -ī, *n.*
journey, iter, itineris, *n.*
joy, gaudium, gaudī, *n.*
Julia, Jūlia, -ae, *f.*
Julius, Jūlius, Jūlī, *m.*

keen, ācer, ācris, ācre
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kind, bonus, -a, -um
king, rēx, rēgis, *m.*
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lamp, lucerna, -ae, *f.*
land, terra, -ae, *f.*
language, lingua, -ae, *f.*
large, magnus, -a, -um
last, proximus, -a, -um
late, tardus, -a, -um
Latin, Latīnus, -a, -um
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long time, diū
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Lucius, Lūcius, Lūcī, *m.*

make, faciō, 3
make peace, cōnfirmō pācem, 1
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manager, vīlicus, -ī, *m.*
many, multī, -ae, -a
Marcus, Mārcus, -ī, *m.*
master, dominus, -ī, *m.*
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messenger, nūntius, nūntī, *m.*
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mile, mīlle passuum
mine, meus, -a, -um
money, pecūnia, -ae, *f.*
moon, lūna, -ae, *f.*
mother, māter, mātris, *f.*
mountain, mōns, montis, *m.*
move, moveō, 2; commoveō, 2

move out, dēmigrō, 1
my, meus, -a, -um
myself, *reflex.*, mē; *intens.*, ipse

name, nōmen, nōminis, *n.*
nation, gēns, gentis, *f.*
native land, patria, -ae, *f.*
near, proximus, -a, -um; propinquus, -a, -um
near, *prep.*, prope, *with acc.*
necessary, necesse
neighboring, fīnitimus, -a, -um
neither . . . nor, neque . . . neque
never, numquam
new, novus, -a, -um
nine, novem
nineteen, ūndēvīgintī
no, nūllus, -a, -um
no longer, nōn diūtius
nor, neque; nec
not, nōn
not only . . . but also, nōn sōlum . . . sed etiam
nothing, nihil
now, nunc

ocean, ōceanus, -ī, *m.*
offer, dō, 1
old man, senex, senis, *m.*
on, in, *with abl.*
on account of, ob *or* propter, *with acc.*
one, ūnus, -a, -um
opinion, sententia, -ae, *f.*
Orbilius, Orbilius, Orbilī, *m.*
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our, noster, -tra, -trum
ourselves, *reflex.*, nōs; *intens.*, ipsī
out of, ē *or* ex, *with abl.*
overcome, superō, 1

part, pars, partis, *f.*
peace, pāx, pācis, *f.*
people, populus, -ī, *m.*
picture, pictūra, -ae, *f.*
place, locus, -ī, *m.*
please, dēlectō, 1
pleasing, grātus, -a, -um
pleasure, gaudium, gaudī, *n.*
plow, arō, 1
poet, poēta, -ae, *m.*
power, potestās, potestātis, *f.*
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prepare, parō, 1
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procession, pompa, -ae, *f.*
protect, dēfendō, 3
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punishment, poena, -ae, *f.*
pupil, discipulus, -ī, *m.*
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quickly, celeriter

race, lūdus, -ī, *m.*
rank, ōrdō, ōrdinis, *m.*
ready, parātus, -a, -um
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safety, salūs, salūtis, *f.*
sailor, nauta, -ae, *m.*
salute, salūtō, 1
same, īdem, eadem, idem
save, servō, 1
say, dīcō, 3
school, lūdus, -ī, *m.*
scout, explōrātor, explōrātōris, *m.*
sea, mare, maris, *n.*
see, videō, 2
seek, petō, 3
seize, occupō, 1; capiō, 3
senator, senātor, senātōris, *m.*
send, mittō, 3
servant, servus, -ī, *m.*; serva, -ae, *f.*
set free, līberō, 1
seven, septem
she, ea
shield, scūtum, -ī, *n.*
ship, nāvis, nāvis, *f.*
shop, taberna, -ae, *f.*
short, brevis, -e
Sicily, Sicilia, -ae, *f.*
signal, signum, -ī, *n.*
sister, soror, sorōris, *f.*
sit, sedeō, 2
six, sex
sixteen, sēdecim
sky, caelum, -ī, *n.*
slave, servus, -ī, *m.*; serva, -ae, *f.*
sleep, dormiō, 4
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so, ita
soldier, mīles, mīlitis, *m.*
son, fīlius, fīlī, *m.*
soon, mox
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stand, stō, 1
state, cīvitās, cīvitātis, *f.*
statue, statua, -ae, *f.*
stay, maneō, 2
stone, lapis, lapidis, *m.*
story, fābula, -ae, *f.*
street, via, -ae, *f.*
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sturdy, validus, -a, -um
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supply, cōpia, -ae, *f.*
sword, gladius, gladī, *m.*

table, mēnsa, -ae, *f.*
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talk, dīcō, 3
tardy, tardus, -a, -um
teach, doceō, 2
teacher, magister, -trī, *m.*
tear, lacrima, -ae, *f.*
tell, nūntiō, 1; nārrō, 1
temple, templum, -ī, *n.*
ten, decem
tenth, decimus, -a, -um
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territory, fīnēs, fīnium, *m. plur.*
that, *dem.*, is, ea, id; ille, illa, illud; *rel.*, quī, quae, quod
their, eōrum, eārum, eōrum; **their (own)**, suus, -a, -um
themselves, *reflex.*, suī; *intens.*, ipsī, -ae, -a
then, tum
thence, inde
there, ībi
they, eī, eae, ea; hī, hae, haec; illī, illae, illa
thing, rēs, reī, *f.*
this, is, ea, id; hic, haec, hoc
thither, eō
thousand, mīlle
three, trēs, tria
through, per, *with acc.*

throw, jactō, 1; jaciō, 3
time, tempus, temporis, *n.*
to, *sign of dative*
today, hodiē
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toward, ad, *with acc.*
town, oppidum, -ī, *n.*
treaty, foedus, foederis, *n.*
tribe, gēns, gentis, *f.*; cīvitās, cīvitātis, *f.*
tribune, tribūnus, -ī, *m.*
triclinium, triclīnium, triclīnī, *n.*
Trojan, Trōjānus, -a, -um
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Troy, Trōja, -ae, *f.*
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twenty, vīgintī
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under, sub, *with abl.*
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very large, maximus, -a, -um
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victory, victōria, -ae, *f.*
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warlike, bellicōsus, -a, -um
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wounded, vulnerātus, -a, -um
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